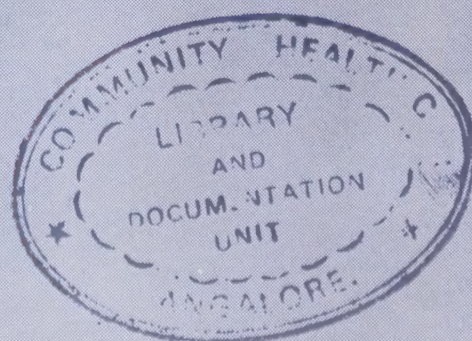


EDUCATION THAT LURKS IN THE BLUE



A REFLECTION

G. JOHN



03361

Community Health Cell
Library and Documentation Unit
BANGALORE

EDUCATION THAT LURKS IN THE BLUE

A Reflection

G. JOHN

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Dedicated
To
Those poor
children who are dropped
out of the education system and
those who invest their human resources
for facilitating the change of this unjust system.

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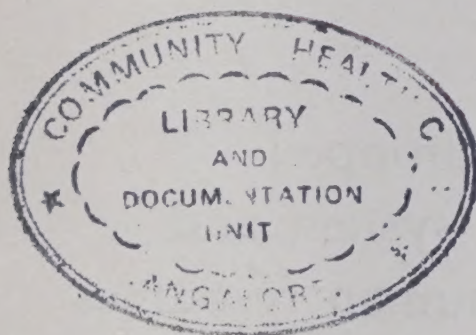
Cartoon : G. John.

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Acknowledgement : Shiva (For Documenting the training programme)

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EDU-130



THE RUMBLER

Among the districts of Orissa State the literacy rate varies from as low as 16% in Koraput to 45% in Puri. Out of every 100 boys and 100 girls who enrolled in class I in the rural areas of Orissa, only 48 boys and 40 girls pass on to class V. Thus, 52% to 60% of the children get "dropped out" at various stages and 40% are "taken in" in the rural area. The table of retention in primary school in rural areas given below throws further light on "dropped outs".

Class	Boys(%)	Girls(%)	Total(%)
I	100 (473005)	100 (364967)	100 (877972)
II	80	75.5	78
III	75.5	63.5	72.6
IV	57.5	49	53.8
V	47.6	39.6	44.1

(Source : 5th Educational Survey Report 1987-88)

Figures in parenthesis indicate the enrollment in class I.



This is the story of Fox and Crane !!! And this is the story of millions of rural children. The cranes which could not enjoy the dinner served on a plate by the fox were mocked at by the nick name : "dropouts". If the

gate of college is as big as primary school where all could enter, then many other problems will arise. There seems to be a systematic reducer applied to cut short the size of the gate. The reducer is the examination to challenge the crane to enjoy the dinner served in the plate and drop it out. Are the students drop-outs or being dropped-out ?

THE PRESENT EDUCATION

The prevalent system of education/training has not been effective in bringing about harmonious growth of mankind. It has only fostered learning without any concern for the appetite of the learner to learn. It deals with those subjects and activities which are rarely experienced in everyday walk of life. In the process of imparting knowledge, the existing education/training system has turned human beings into machines. Under its influence, people think, behave and act in the manner akin to the mechanisms of the factories. The values that people learn from this education are discipline, hard-work, money and profit, competitiveness, fear and submissiveness. Values like love, trust, freedom, independence and fellow-feeling are seldom conscientised by the educational system today. Like the turnover of the factories are enjoyed by a few in the managerial board and the majority of people working there have to be content with a meagre share, the facilities of better educational standards are available to a minority only at the cost of the deprivation of the majority.

The hazardous effects of education today can be noticed in three levels of human existence such as, individual, family and society.

Individual

The individual as a student is forced to adapt to the existing educational system. In the case of inability to adapt, he ceases to have any access to education. Thus, he undergoes several strains and compulsions in availing educational facilities. As he goes on learning in schools and colleges, he gets inflicted with the fear of conflict. What is being taught to him, is not to be practised. This creates a conflict in him as to whether he should follow or go against the present educational system. Moreover, the student becomes submissive dependent, ridden with inferiority complex, confused and insecure as a result of this education. The richness and variety of

inner potential of the student is either unutilised or under utilised by the system today.

Family

At the family level, failure of the student is normally taken as a sign of his gross inability. Parents, who cannot comprehend the conditions of failure or success of their brat in the school force him, against his will, to study hard. This attitude of the parents subjects the student to loneliness and alienations. The virtues of love and affection are being shadowed by the rigidities of administration and discipline in the parent-children relationship owing to the present educational system.

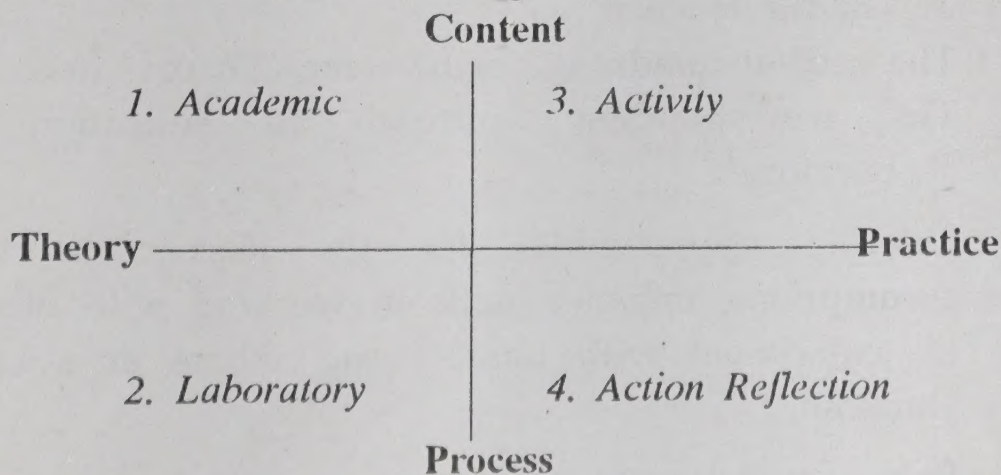
Society

The society is also affected as it gets fragmented into unequal sections of people such as, haves and have-nots, the more-educated ones and the illiterates. This inequality results in a give and take relationship among the people to the benefit of a few in the society.

As the impacts of the present educational system have largely been detrimental to the peaceful co-existence of human beings, can an alternative system be considered in the light of the various approaches mentioned as follows :

A GLANCE AT THE EDUCATION APPROACH

The approach to education consists of 4 variables such as, 1. Theory, 2. Practice, 3. Content and 4. Process. All human interactions more or less come under the influences of numerous inter-plays of these four variables. To draw on the implications of these inter-plays, the variables have been set along two axes as shown in Figure-1 : Four Approaches to Education.



The four quadrants in the diagramme sum up the entire approach to education of any kind.

FOUR APPROACHES

1. **Academic** : The first quadrant which lies between 'Content' and 'Theory' in the diagramme embodies the 'academic' components of education. The characteristic features of this approach can be as follows :
 - Objective** : Dissemination of information and strengthening of conceptual understanding.
 - Medium** : Print-media such as, syllabus, texts and literatures.
 - Methodology** : Lectures, seminars etc.
 - Environment** : Class-room, Colleges, Universities.
 - Process** : One-way flow of communication from teacher to student.
 - Appraisal** : Examinations (Written)
 - Assumption** : (i) The content of knowledge is transferable by the teacher to the students.
(ii) Knowledge is primarily theoretical reflecting nothing of what the student experiences in practice.
 - Merits** : (i) Education confers upon the learner the status as being more educated.
(ii) The process of teaching and learning is predictable and comfortable. Thus it remains under the control of the teacher.
2. **Laboratory** : The second quadrant lies between 'Theory' and 'Process'. The corresponding approach to education is the "Laboratory".
 - Objective** : Offering opportunities for the learner to test out assumptions, enhance skills in working with others, and to experiment with himself and others in a controlled situation.
 - Methodology** : Experiential learning.

Process : Generating responses among the group members (learners) to a here-and-now situation.

Medium : Oral instructions and materials corresponding to the exercises.

Environment : Class-room, College, University Laboratories.

Assumption : (i) People's inner psychological realities are relevant to their learning.

(ii) People can translate their experience and learning in the laboratory into their back-home situation.

Merits : (i) It offers for a non-authoritarian relationship between the teacher and the student.

(ii) It provokes one's imagination and makes ground for new out-comes and inventions.

(iii) Learners feel free to think and act.

3. Activity

The 3rd quadrant lies between 'Content' and 'Practice'. Characteristic of this approach is "activity" and the enhancement of skills for tackling practical situations.

Objective : To enable the learner to deal with practical situations and thereby, improve his skills.

Methodology : Apprenticeship, internship, educating on job, field placement.

Process : Active participation by the learner in the working of various organisations.

Assumptions : (i) Whatever the teacher learns will be sufficient to allow him/her to deal, not only with the requirements of the job but also with the new and unexpected outcomes.

(ii) The end results of education are not preconceived.

- Merits : (i) It provides for exploration of inner potential of the learner.
- (ii) It makes for acquisition of new skills.
- (iii) It instils a sense of self-sufficiency in the learner.

4. Action Reflection

The quadrant between 'process' and 'action' relates to the education based on the ability of the learner to comprehend various situations and experience alternations of his behaviour.

Objective : To widen and deepen the participants' competence to understand & deal with many situations.

Methodology : Structured & un-structured exercises, simulation games, role-plays, field education and group discussion.

Process : Personal involvement in real-life situations.

Assumption : "What to think" is less potential learning than "How to think".

- Merits : (i) Learners' adaptability to different situations improves.
- (ii) Learning is most internalised.

THE APPROACH THAT REALLY MATTERS

The approach to education can be numerous combinations of the aforesaid 4 -approaches. However, the most effective approach is that which covers more of the 4th approach, i.e. "action reflection" and less of the other three approaches. In the diagramme, the maximum exercise of the human potential can be represented by drawing a circle at the two axes and bringing the centre of the circle into the 4th quadrant. This means, learning becomes more effective when the learners reflect upon themselves through their action in different situations of the reality.

THREAD TRAINING FOR EDUCATION

The sole purpose of the training is to inculcate various skills and attitudinal alternations in the learner. Accordingly, a number of techniques of human relations training have been introduced. Through these techniques, it is intended to set off among the learners a process of

"learning through living" with the people. The specific objectives can be explained in the following order.

1. Human Relationship Building

No development of mankind is possible without free and continuous interactions among people.

For this, it is essential for each individual to understand the basic human values which bind one-another in the bond of fellow feeling, co-operation and concerted efforts. In this respect, "Training" basically aims at consolidating certain specific values such as freedom, openness, courage, self-respect, co-operation, love, truth and survival - among the learners.

2. Improving Learner's Skill

The need of consolidating values among the learners has caused for the inculcation of certain skills in them. These skills come by no textual or academic pursuit.

So, it is not conceivable to present a literary explanation of these skills. The only way to acquire these skills is to make for learning through experiencing different situations of the group. In order to bring out these experiences the learners are indulged in the ethos of different situations and thereby, urged to analyse their experiences in the light of their own reflections. This is how training aims at inculcating skills - among the learners.

3. Linking learning through the continuum of "Individual - Group - Community - Society".

The learner in order to be resourceful in the handling of different situations ought to be capable of linking up his/her learning (inputs) with his/her roles, first at the individual level and then in the group.

Community & Society Levels

Reversely, the learner is also needed to link-up his/her learnings with his/her roles starting from the society level down to the individual level.

An example of these linkages can be as follows - in a training session what each participant learns, thinks and acts accordingly is a process of

linking up its inputs with its roles first as trainee and then as a member of the group. As trainee, the participant experiences certain attitudinal changes due to his/her self-analyses of what he/she perceives in the group and tries to reflect him/her-self in tune with those perceptions. As a result of his/her reflections the participant behaves in a way so that he/she surpasses the boundaries of the individual self and merges in the group-image thereby influencing the activities of the group by his/her own learnings.

But when the participant takes his/her learnings out of the training session to the fields of community, his/her individual and group images merge in the community image. Then, the participant's learnings supplement the activities of the community. In this way the participant can link up his/her learning even at the society level.

Reversely, it is also possible for that participant to link-up learnings from his/her roles at the society level to those at the community, group and individual levels.

4. Promoting Self-sufficiency

One of the objectives of training is to promote self-sufficiency among the educationists - in the performance of their duties. Usually, the educationists are found handicapped by their dependencies on external forces such as Government, bureaucratic manoeuvres, etc. Such dependencies have resulted in blocking the flow of human potential with the educationists to bring about any development. Since development of learners is basically subject to analyses and explorations of the individual as well as the societal resources, it is of paramount importance for the educationist to work on his own ability, directing and managing his own learning so that one can thoroughly explore and utilise his/her own potential.

5. Learning through literacy and academic pursuits has often been found to be short-lasting and ineffective. This is because of the externality of theoretical learning. In this sense another objective of training is to enable educationists to internalise knowledge through self-indulgence in the day to day activities of the community.

DIFFERENCES IN THE MATERIAL CONDITIONS OF EXISTENCE

IT IS WELL-KNOWN THAT LIVING CONDITIONS, THE PLACE OF RESIDENCE, THE NEIGHBORHOOD, HOUSING CONDITIONS AND THE TIME WHICH PARENTS CAN DEVOTE TO THEIR CHILDREN-ALL PLAY AN IMPORTANT PART IN ENSURING A CHILD'S SUCCESS DURING THE EARLY YEARS AT SCHOOL.

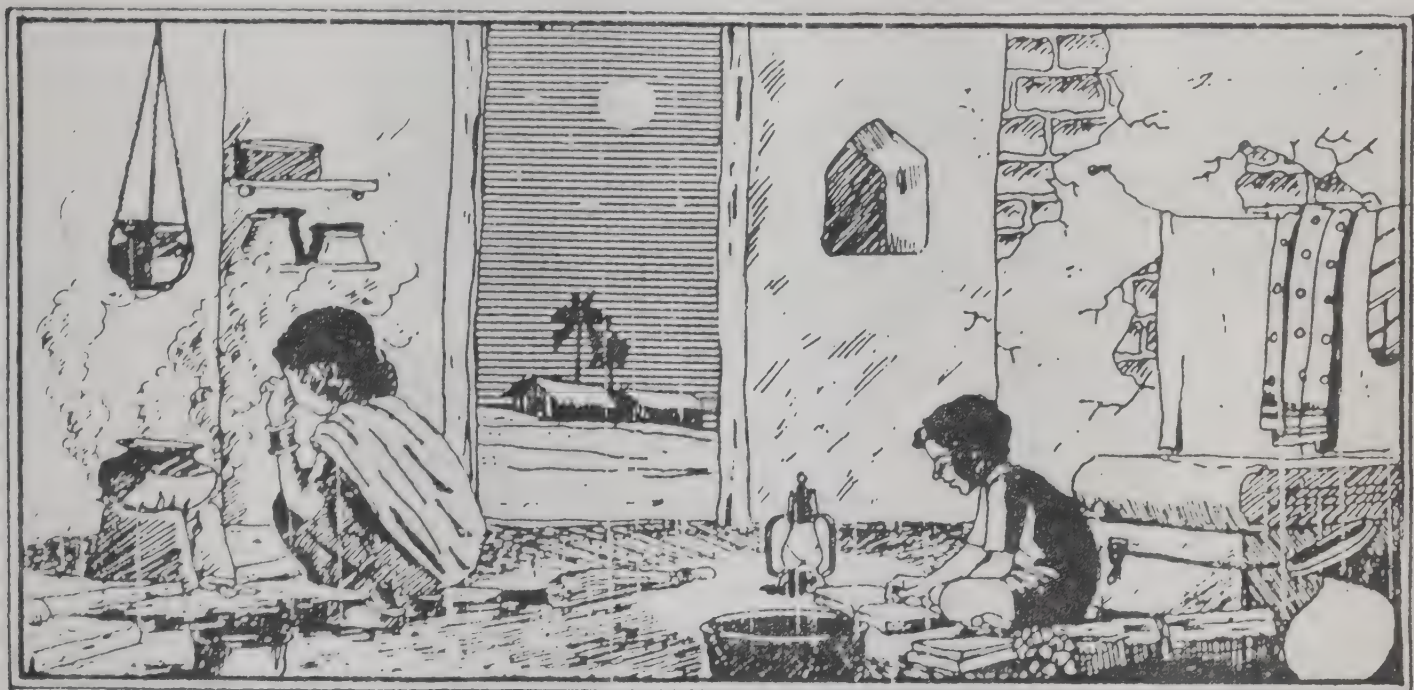


Fig-1

THE SCHOOL TAKES NO ACCOUNTS OF SOCIAL
AND CULTURAL DIFFERENCES

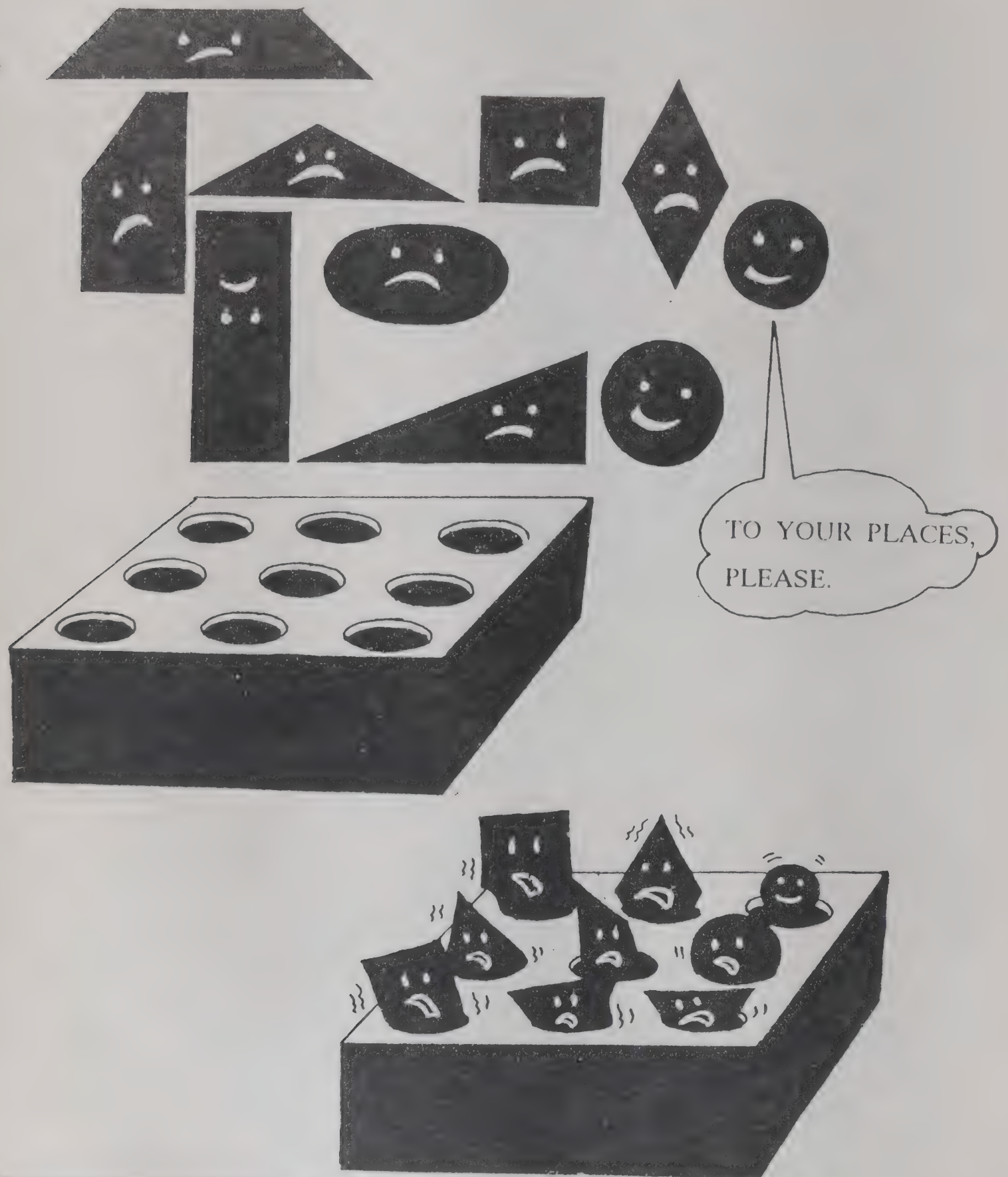


Fig.-2

DROP OUT OR DROPPED OUT ?

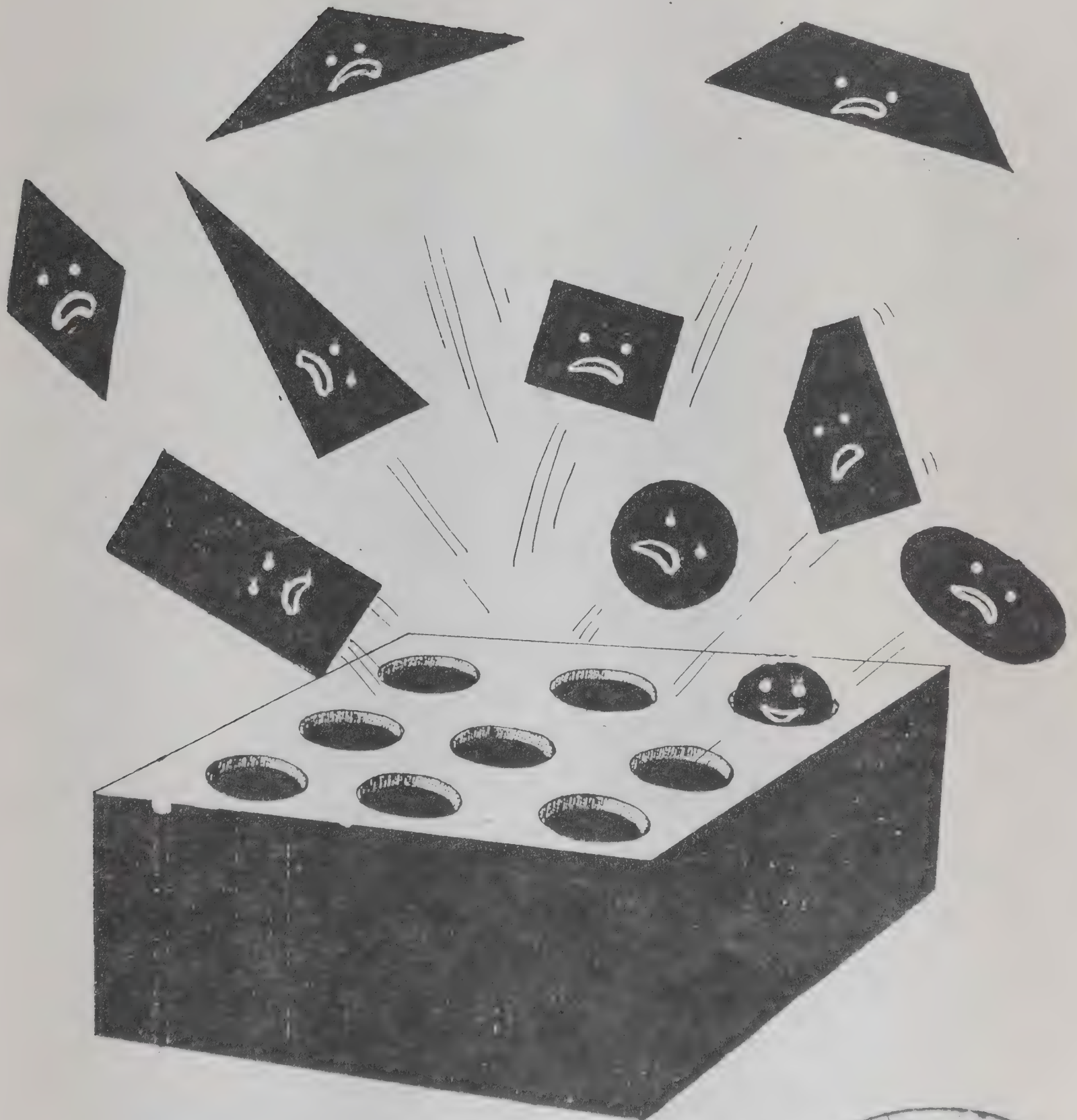
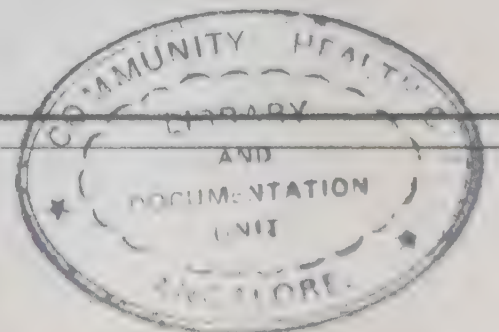


Fig.-3

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DROP OUT OR DROPPED OUT ?

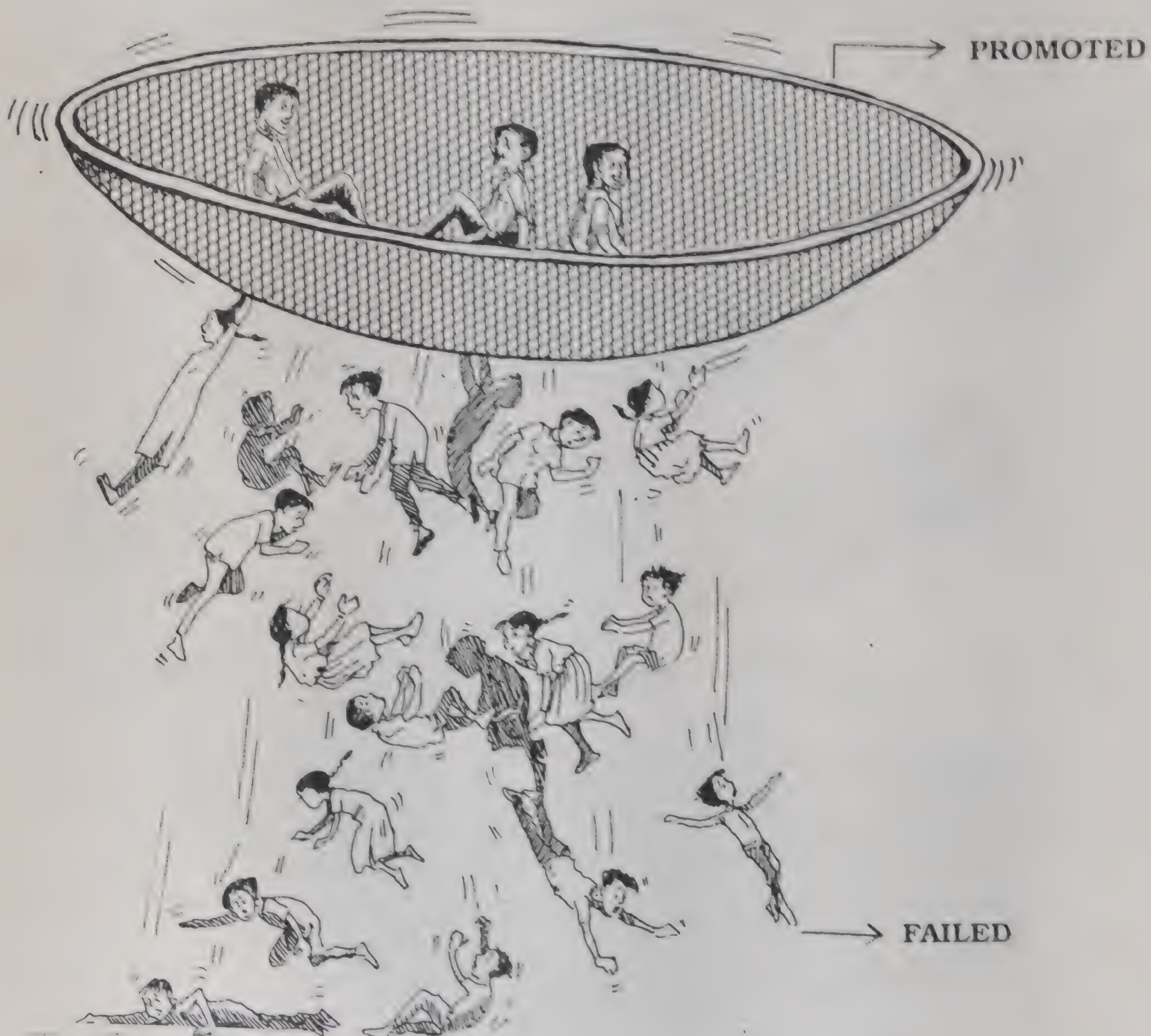


Fig. - 4

NORMALLY, A CHAPPAL IS MADE
TO SUIT THE SIZE OF THE FEET.



INSTEAD WHAT HAPPENS
IN THE EDUCATIONAL
SYSTEM IS THAT CHILDREN
ARE MADE TO FIT INTO
THE UNRELENTING AND
RIGID SYSTEM, MORE
OFTEN THAN NOT,
PERMANENTLY DAMAGING
THE INDIVIDUALITY AND
CREATIVITY OF THE CHILD.

Fig.-5

EDUCATION IS AT PRESENT MOSTLY CREATING LITERATES
NOT THE DECISION MAKERS, NOT THE HUMAN BEINGS.

1st STANDARD



5th STANDARD

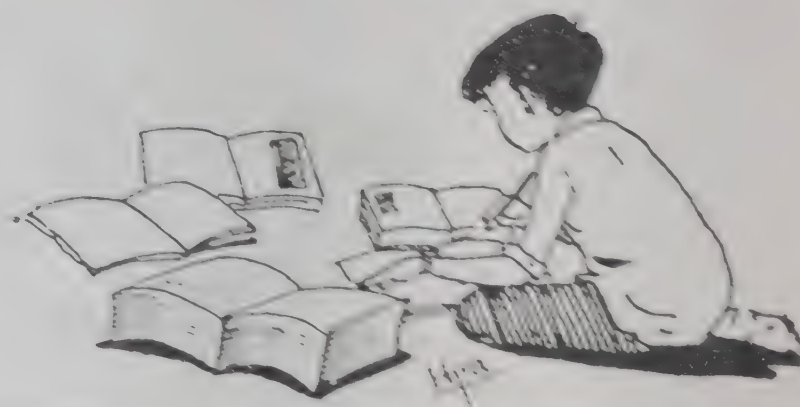
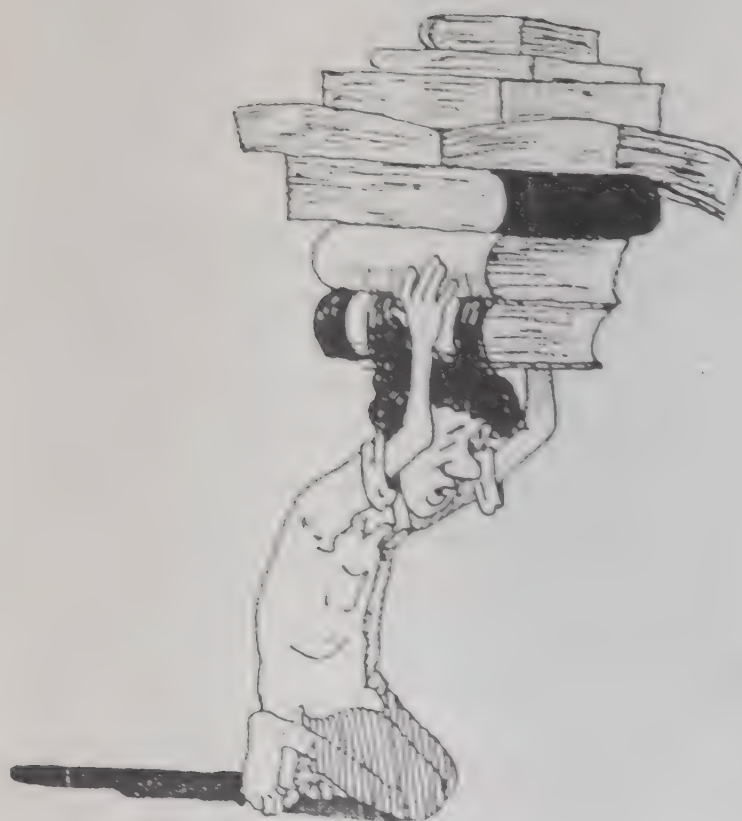


10th STANDARD



THIS IS TREE AND
THERE ARE TREES.
SOME TRFES ARE
TALLBLA.....
BLA..... BLA.....

COLLEGE

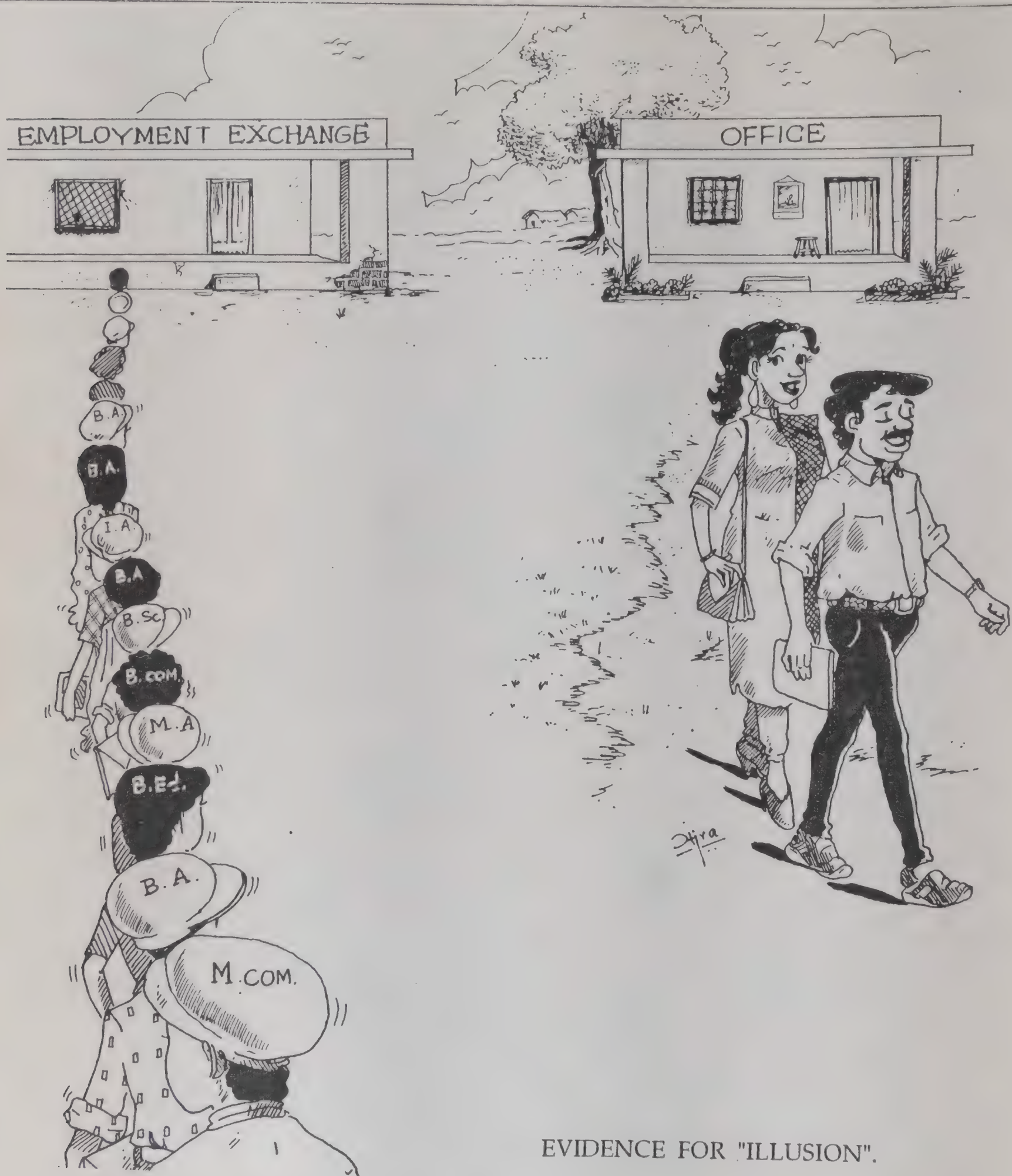


DIFFERENCES
IN CULTURAL
BACKGROUND

AN ILLUSION --- "IF I GO
THROUGH SCHOOLS & COLLEGES,
I'LL GET JOB."

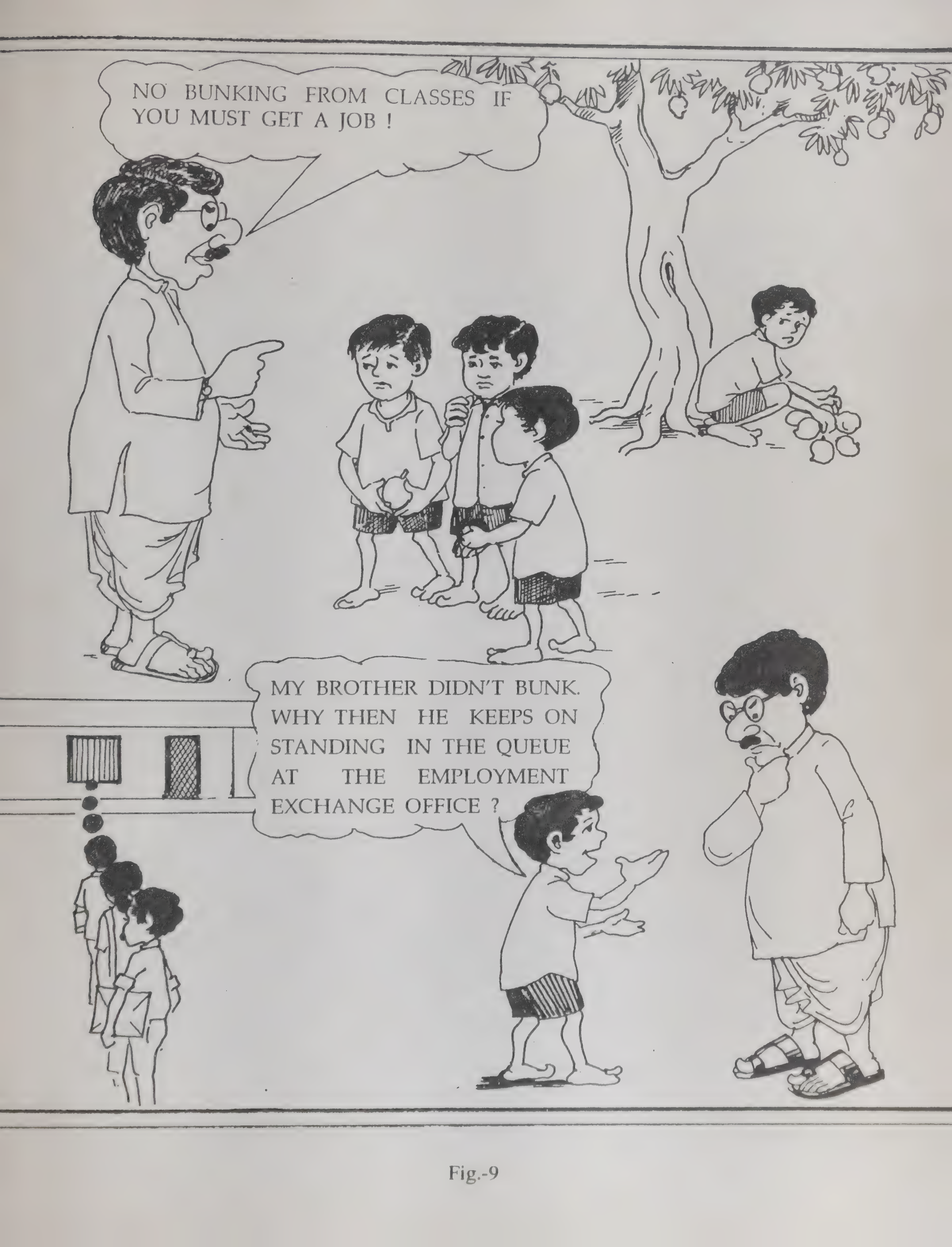
THE CHILD (UNDER PRIVILEGED)
NEVER GETS THE FRUIT IN THIS
UNFAIR COMPETITIVE SYSTEM.

Fig.-7



EVIDENCE FOR "ILLUSION".

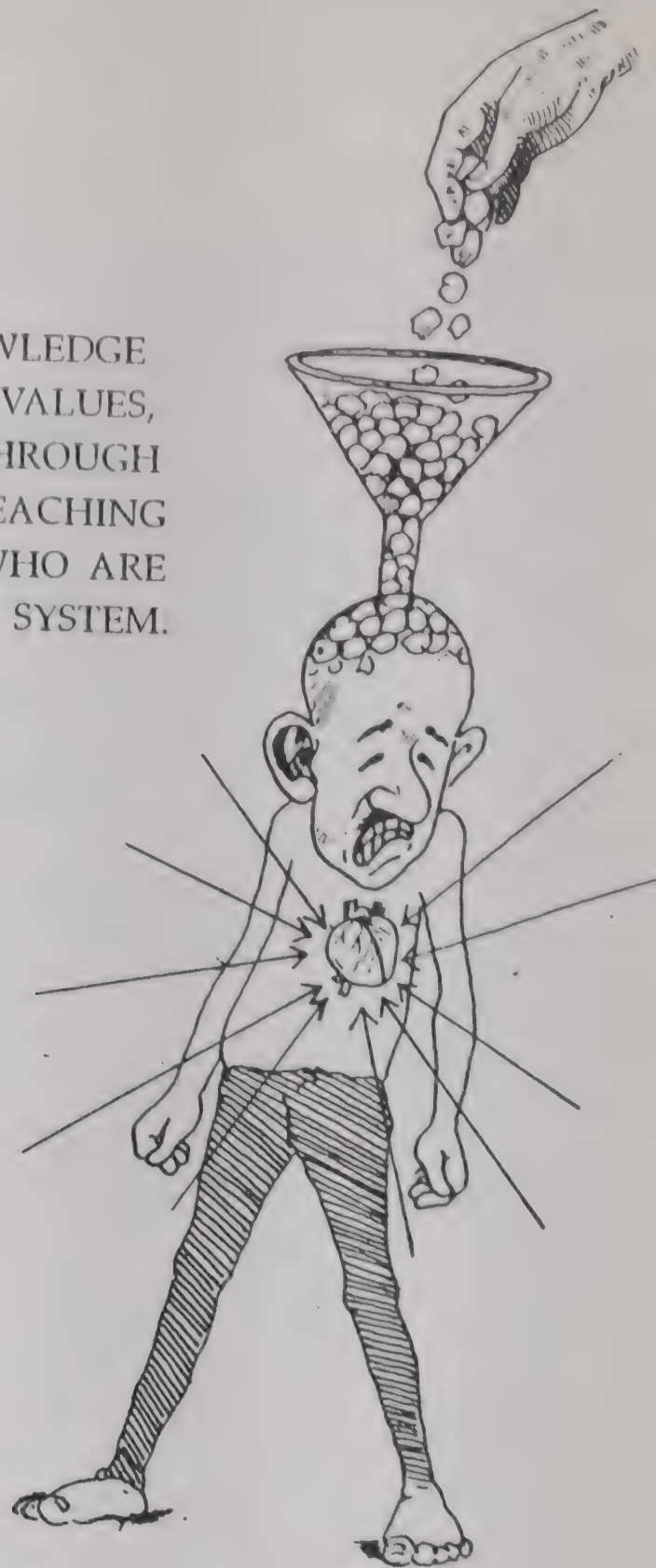
Fig.-8



NO BUNKING FROM CLASSES IF
YOU MUST GET A JOB !

MY BROTHER DIDN'T BUNK.
WHY THEN HE KEEPS ON
STANDING IN THE QUEUE
AT THE EMPLOYMENT
EXCHANGE OFFICE ?

YOU NOT ONLY ACQUIRE KNOWLEDGE
BUT ALSO ACQUIRE CERTAIN VALUES,
BEHAVIOURS IN THE SCHOOL, THROUGH
CERTAIN METHODOLOGIES OF TEACHING
AND BEHAVIOUR OF TEACHERS WHO ARE
ALSO BYPRODUCTS OF THE SAME SYSTEM.



FOR EXAMPLE YOU LEARN.....

Fig.-10

SCHOOL AND INDUSTRIAL REVOLUTION

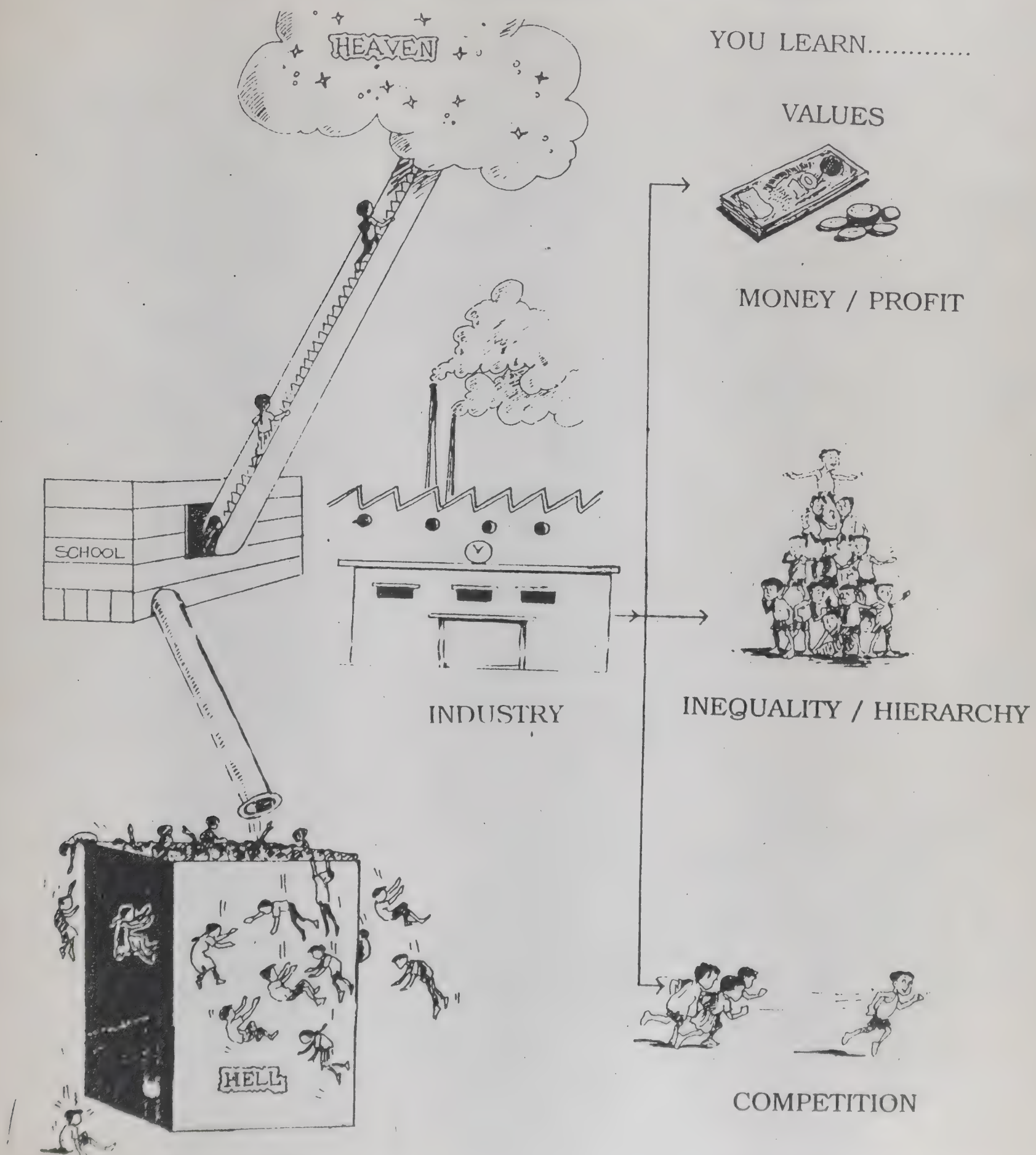


Fig.-11

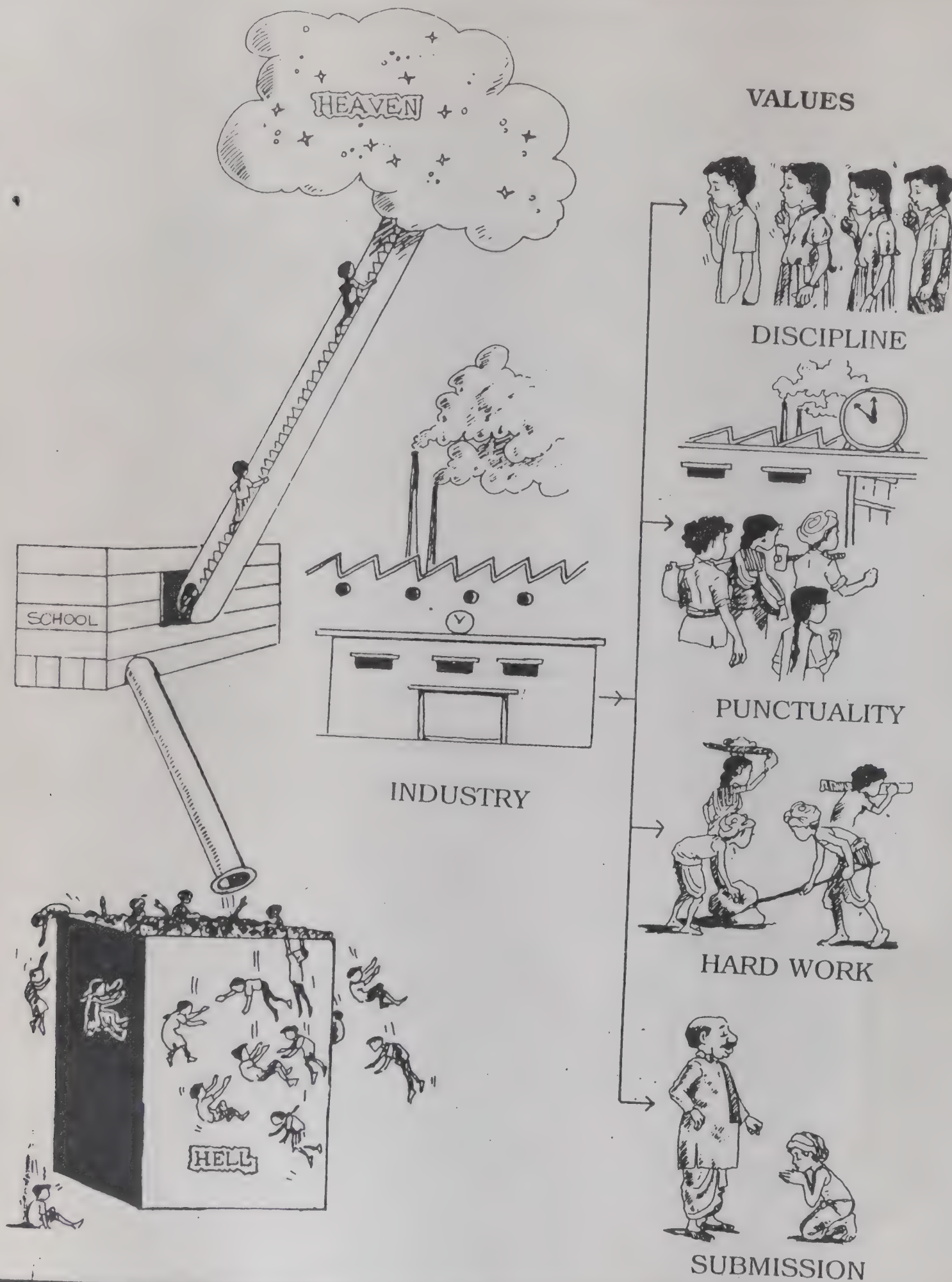


Fig.-12

YOU LEARN

LEARNING INDIVIDUALISM

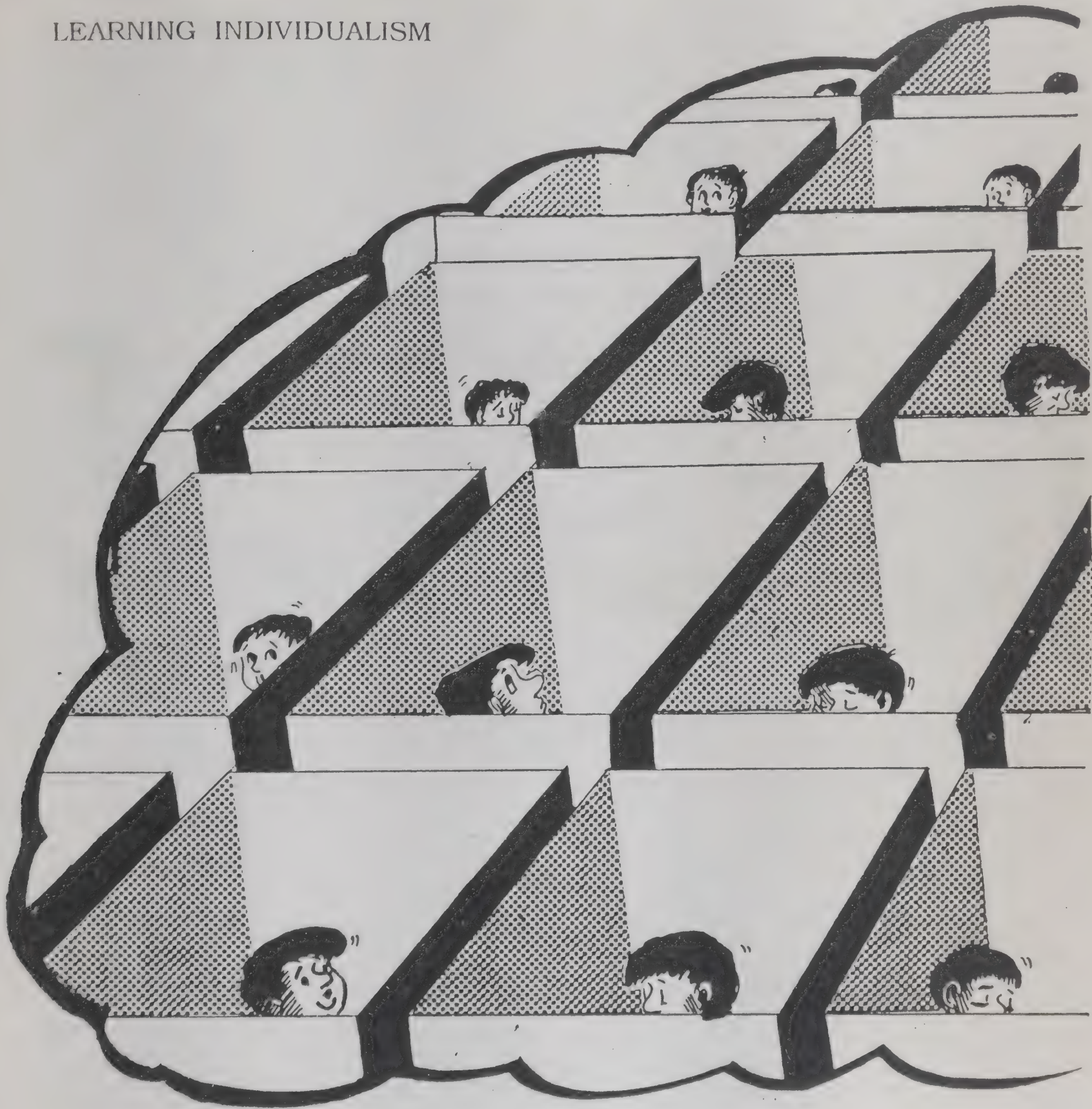


Fig.-13

YOU LEARN

RESPECT FOR THE EXISTING ORDER

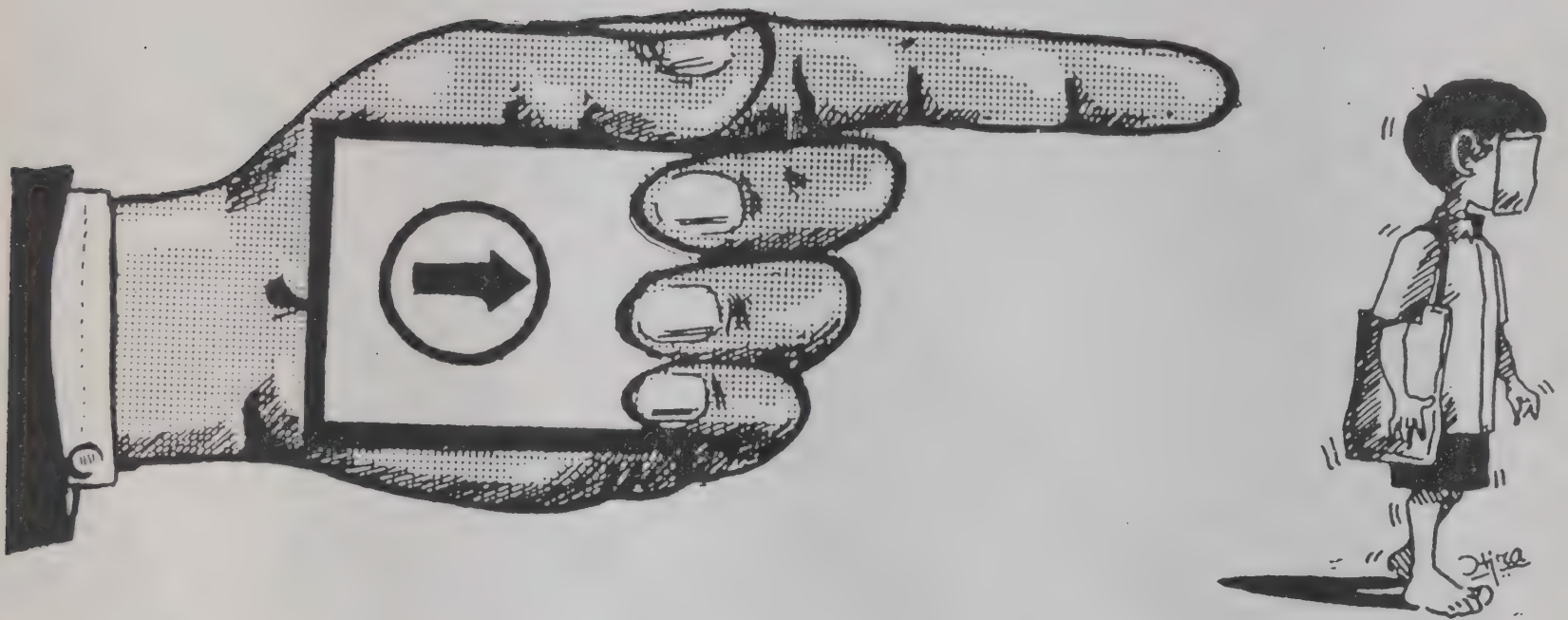


Fig.-14

YOU LEARN.....

..... OF SUBMISSION



Fig.-15

LEARNING FEELINGS OF INFERIORITY

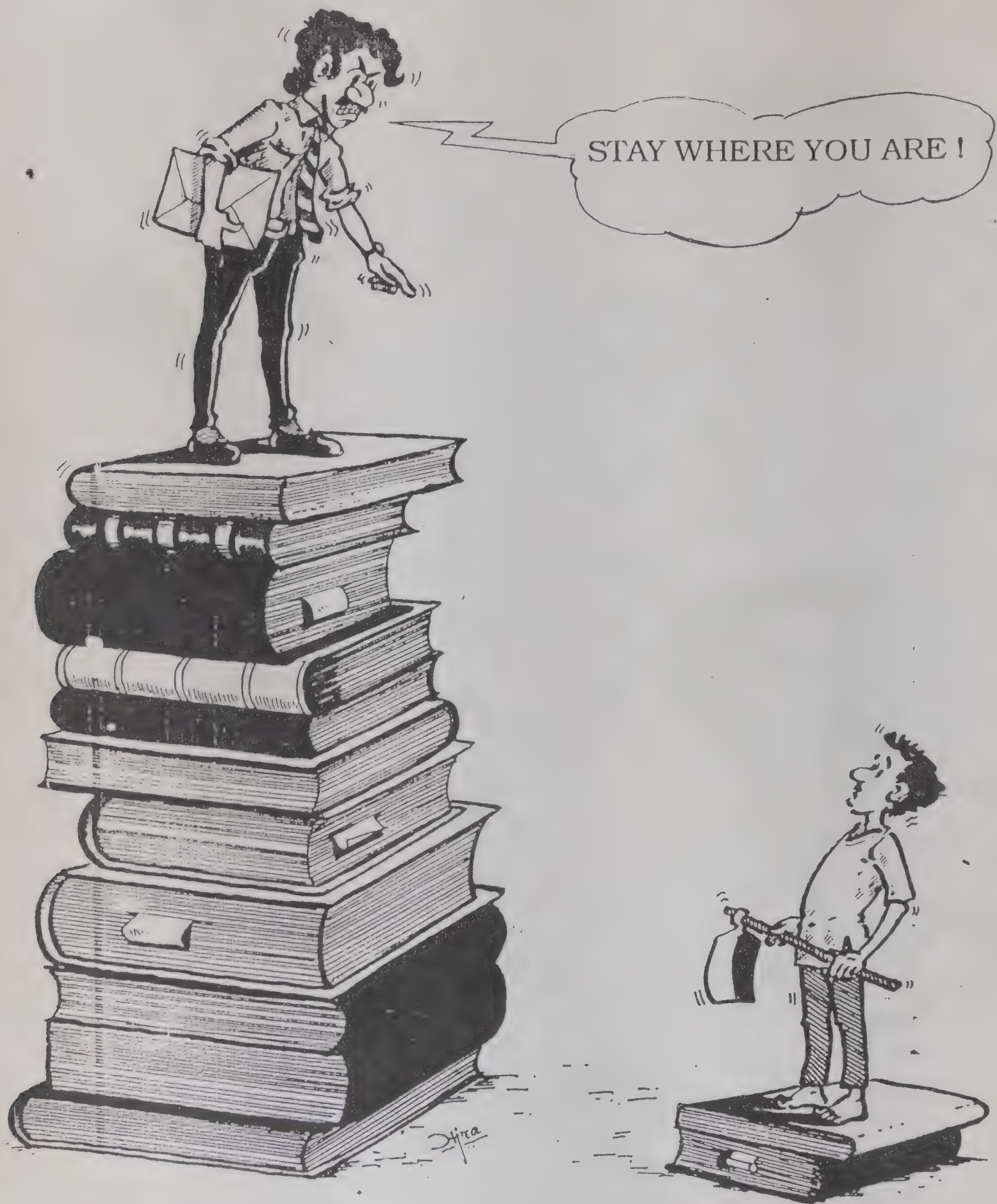


Fig.-16

FEAR OF CONFLICT

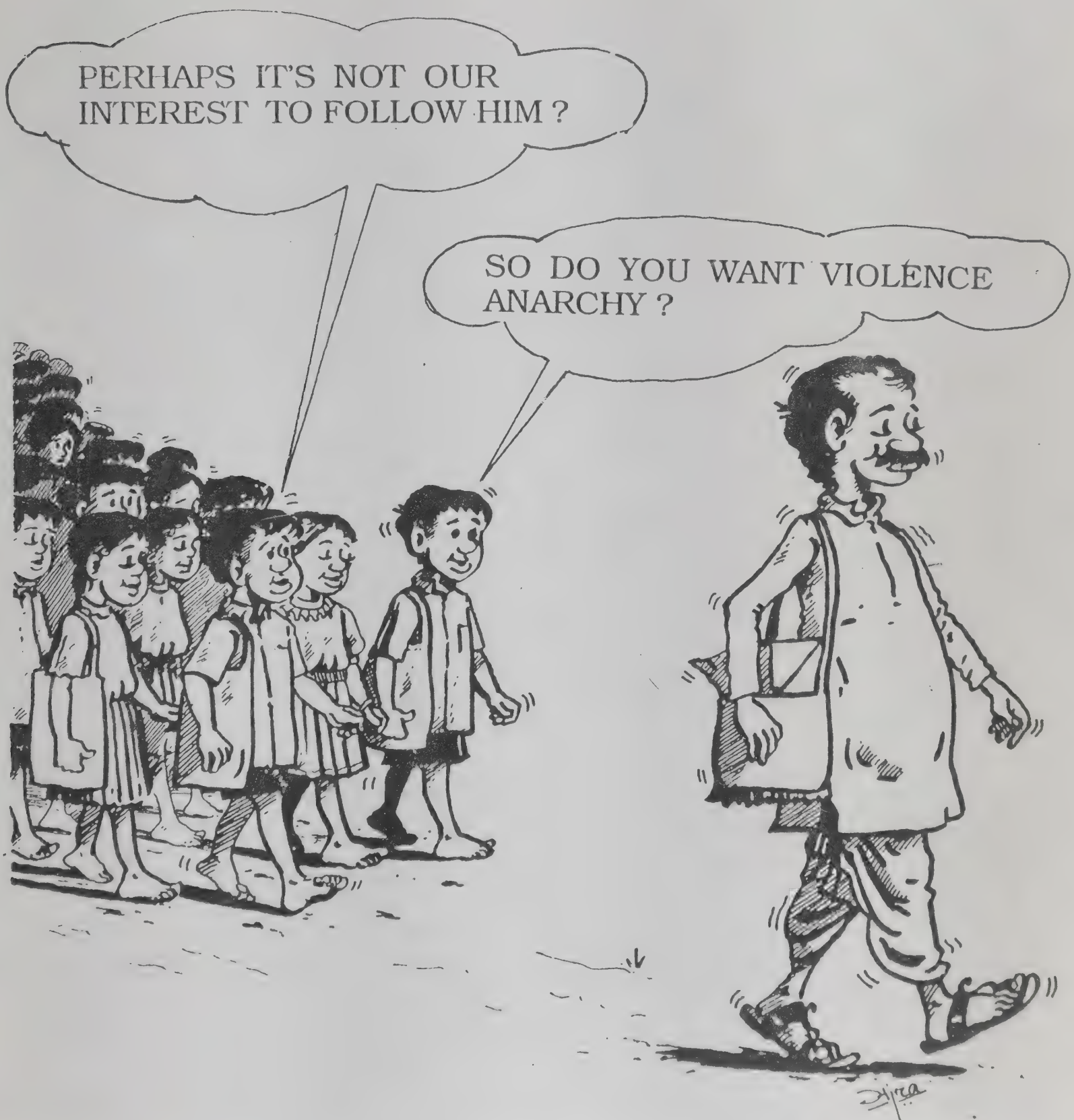
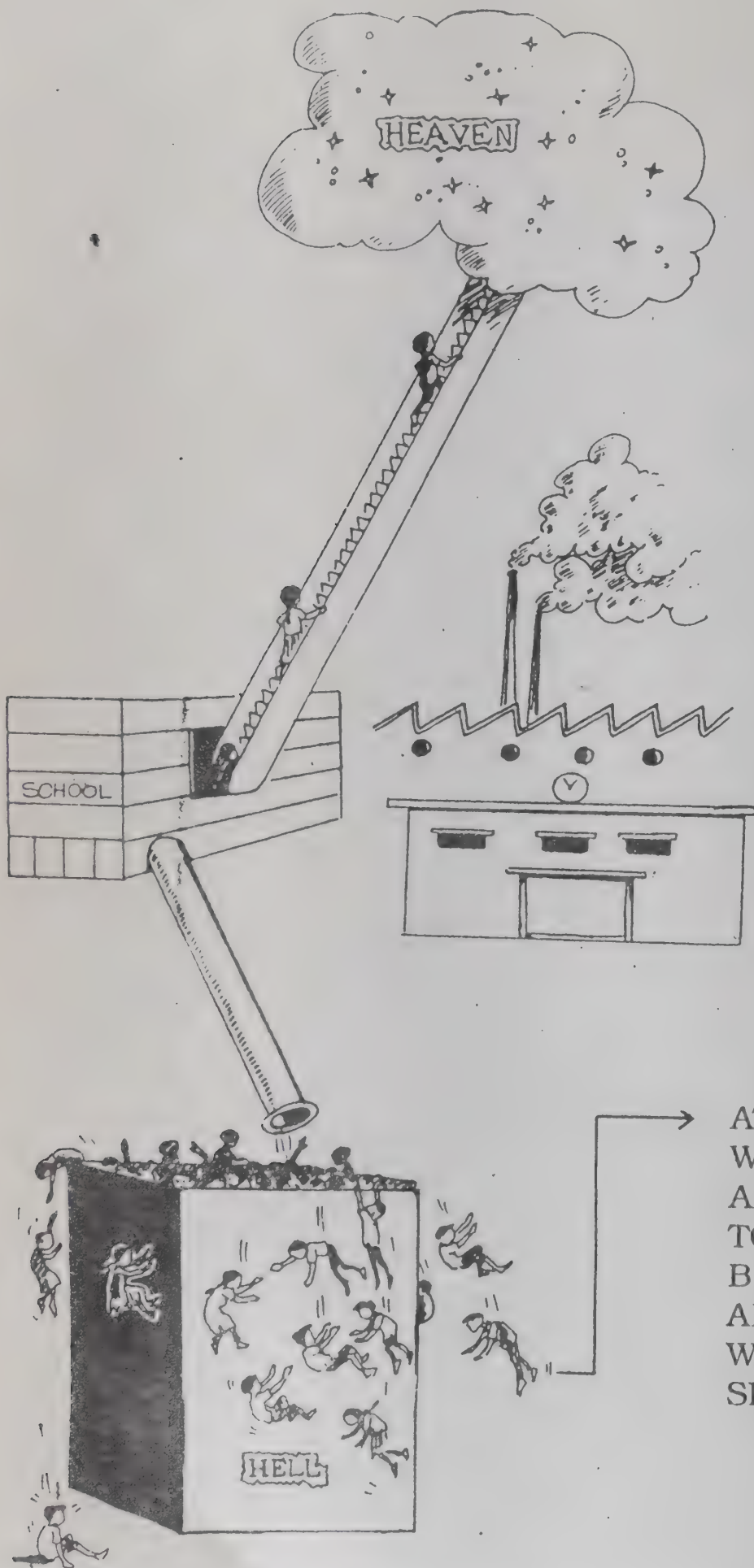


Fig.-17



AT THE TOP, THE MINORITY WHO EDUCATE, ADMINISTER AND INVENT NEW KNOWLEDGE, AND THEREFORE NEED HIGHLY SPECIALIZED SKILLS;

AT THE BOTTOM, THE MAJORITY OF WORKERS IN FACTORIES, OFFICES AND SHOPS, WHO ARE REQUIRED TO PERFORM TASKS LAID DOWN BY OTHERS, SOMETIMES ARDUOUS, OFTEN MINOTONOUS, WHICH DO NOT REQUIRE ADVANCED SKILL.

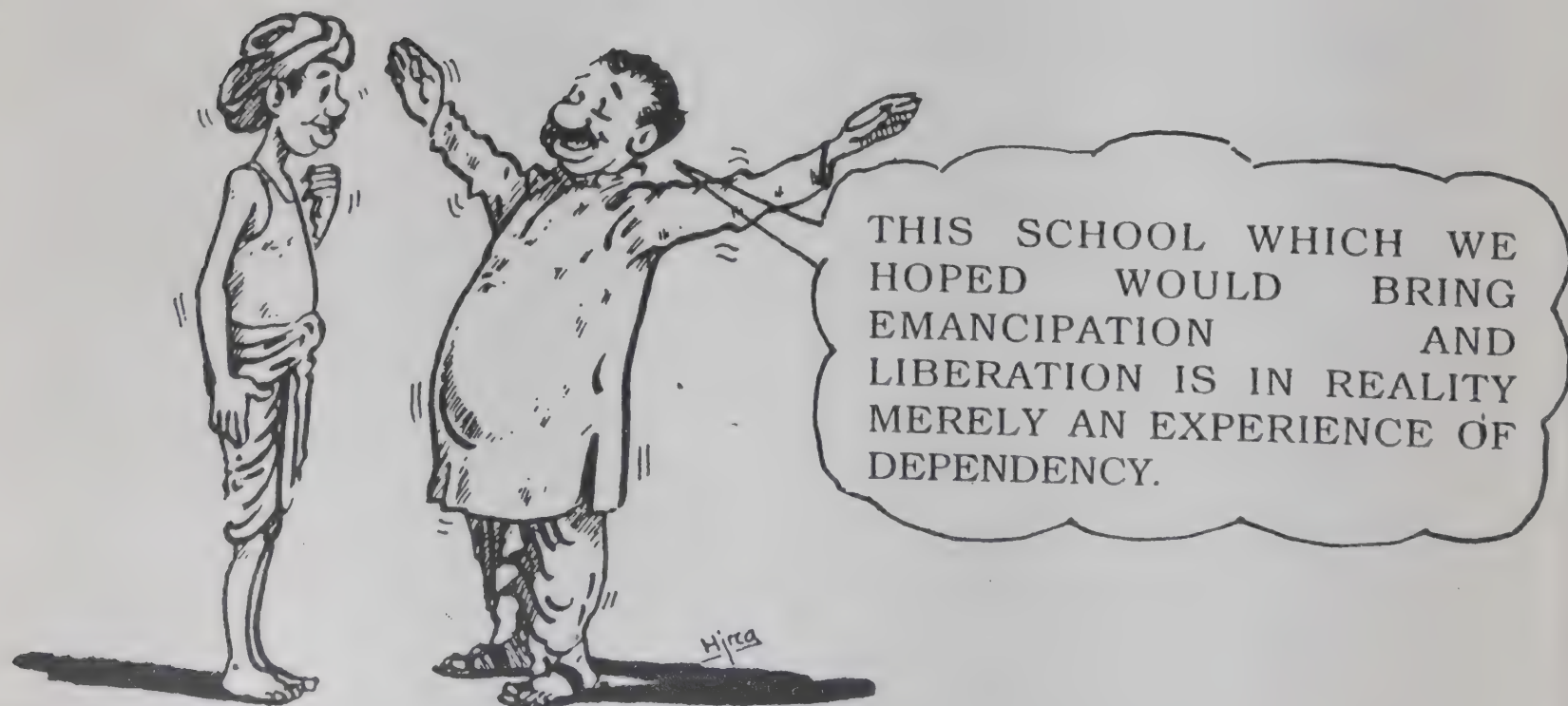
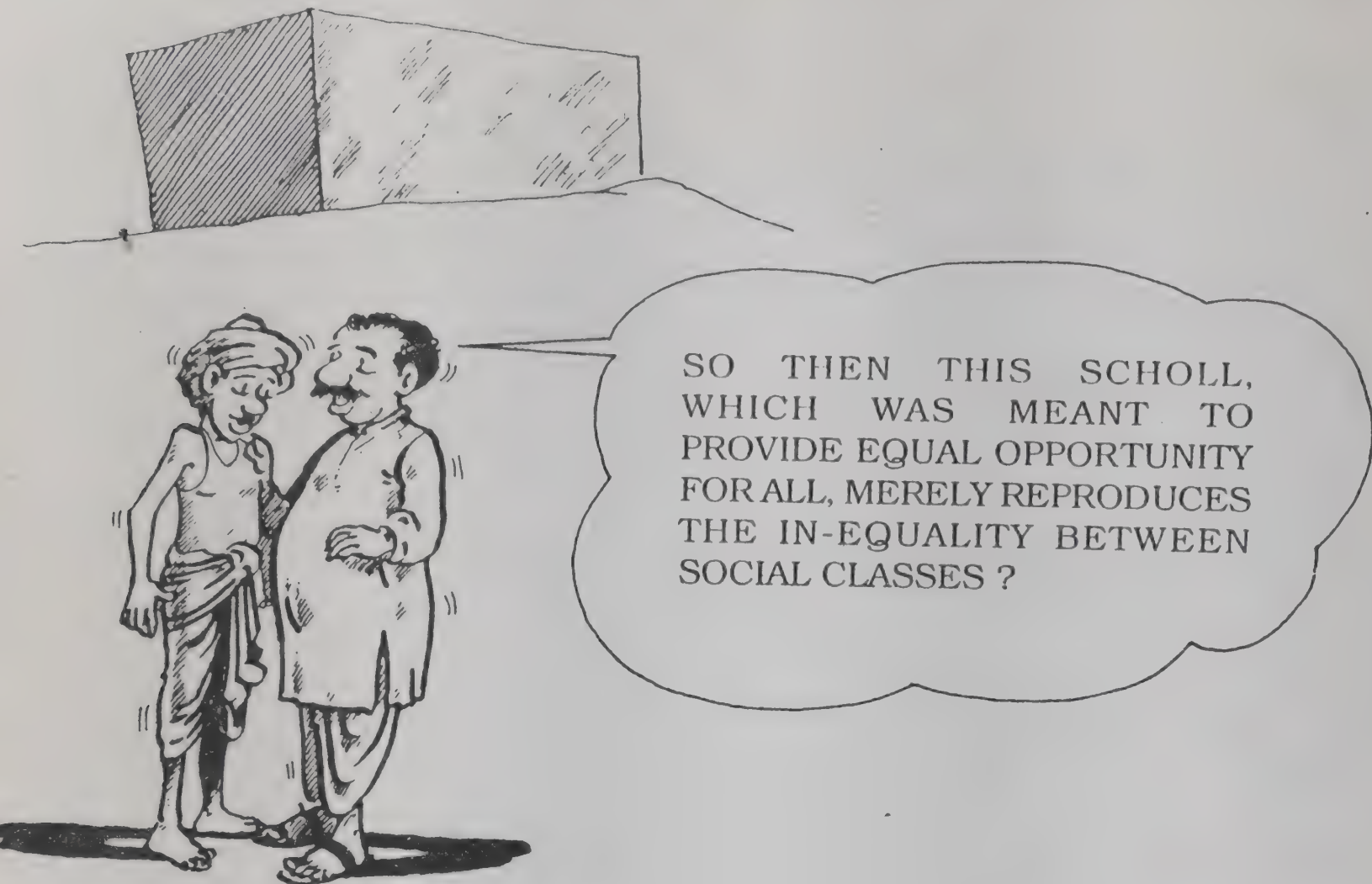
Fig.-18

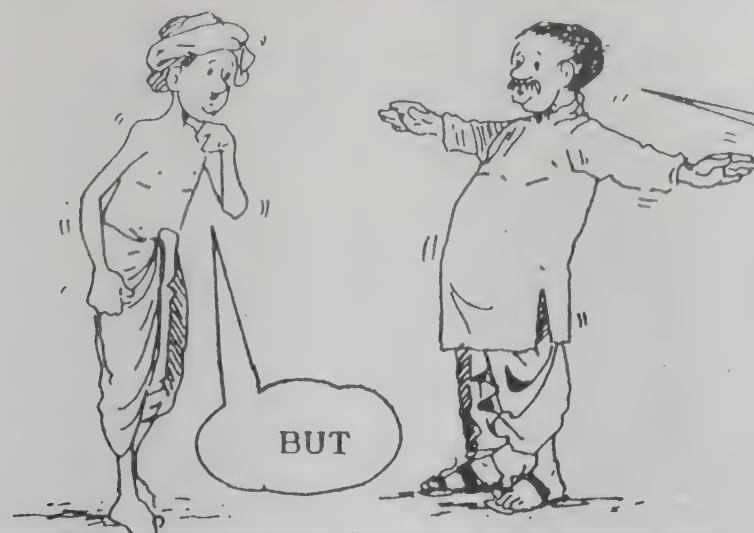


ON THE ONE HAND, THROUGH UNIVERSITIES AND TECHNICAL COLLEGES, IT TRAINS THESE SUPER-SKILLED SPECIALIST -- RESEARCH WORKERS, ENGINEERS, PLANNERS, TEACHERS OR DOCTORS -- WHOSE COMPETENCE WILL DETERMINE THE FATE OF THE OTEHRS AND THE 'PROGRESS' OF ALL.

ON THE OTHER, AS LONG AS THERE ARE UNSKILLED JOBS OR JOBS REQUIRING MINIMUM SKILLS, THE SCHOOL WILL ALSO PRODUCE 'FAILURE'. IN OHTER WORDS, THOSE, WHO, HAVING FAILED IN THEIR STUDIES AND HAVING BEEN CONVINCED OF THEIR INFERIORITY, WILL HAVE NO OTHER ALTERNATIVE BUT TO TAKE THE LEAST INTERESTING AND HENCE, 'NATURALLY', THE LOWEST-PAID JOBS.

IN OUR HIERARCHICAL AND UNEQUAL SOCIETY, THE OUTPUT OF SCHOOL 'FAILURES' IS AS IMPORTANT AS THE OUTPUT OF GRADUATES. REFLECTS AND STRENGTHENS THE DIVISION OF SOCIETY INTO A HIERARCHY.





WHY IS IT THAT THERE IS PRACTICALLY NO REACTION AT ALL FROM THOSE CONCERNED ?

BUT

THE PUPILS DO -THEY HAVE POWER TO MAKE CHANGE ?

THE PARENTS VICTIMS OF THE ALL TOO FACILE EXPLANATIONS, GIVEN OF FAILURE AT SCHOOL.

THE TEACHERS HAVE THEY ANY OTHER CHOICE THAN THE CHOICE BETWEEN SUBMITTING OR RESIGNING FROM SYSTEM ?

OR COULD IT PERHAPS AFTERALL. BECAUSE

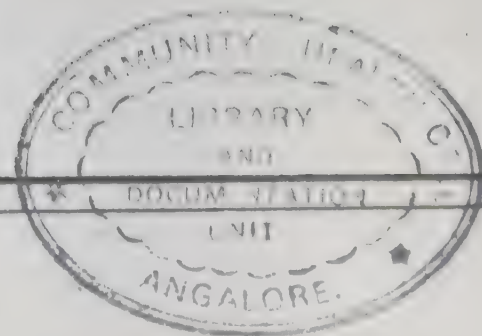


Fig.-21

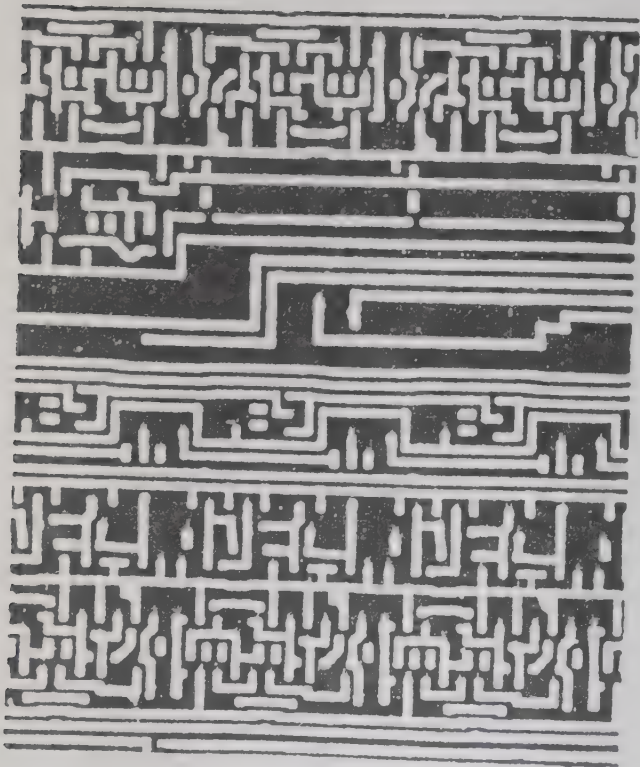
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A COG AMONG OTHERS ?



IT MIGHT BE SAID THAT THIS HAS ALWAYS BEEN THE CASE AND CANNOT BE OTHERWISE . THE PURPOSE OF EDUCATION IN ALL SOCIETIES IS TO PREPARE NEW GENERATIONS FOR ADULT LIFE, FOR LIFE IN THE WORLD OF ADULTS.



BUT IT IS ALSO TRUE THAT IT IS ABOVE ALL THE REQUIREMENTS OF THE SYSTEM OF PRODUCTION, AND THE MODES OF PRODUCTION, THAT DETERMINES, AT EACH MOMENT IN HISTORY AND IN EACH SOCIAL CONTEXT, WHAT KNOWLEDGE SHOULD BE ACQUIRED AND WHAT VALUES AND BEHAVIOURAL PATTERNS SHOULD BE INSTILLED.

SCHOOL HAS A UNACKNOWLEDGED MISSION OF PROVIDING
TAILOR MADE, WORKERS, CONSUMERS, CLIENTS AND SUBJECT.....



Fig.-23



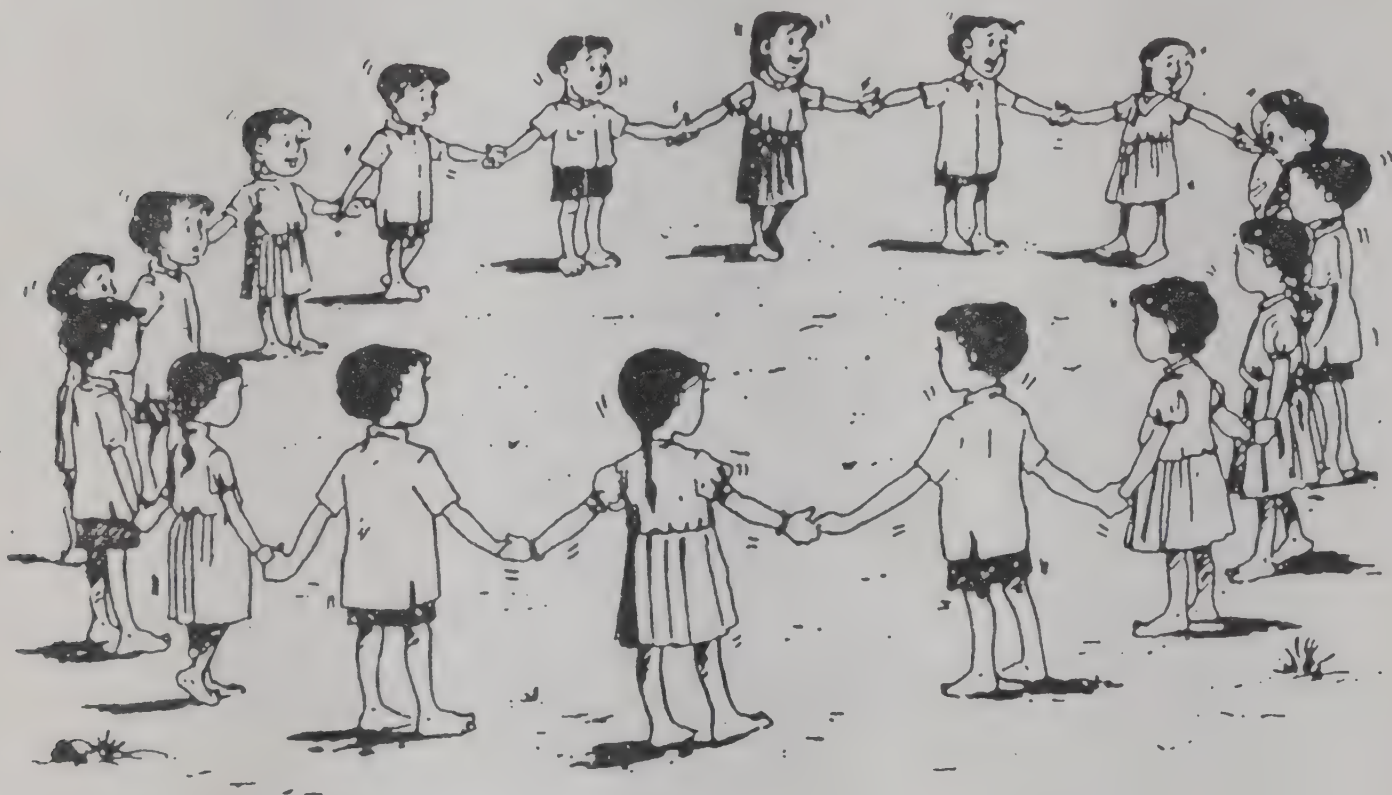
Fig.-24

IF YOU PLAN EDUCATION FOR COMPETITION
YOUR EMPHASIS IS ON -----



- * RANK, DIVISION, MARK, PRESTIGE.
- * GETTING AHEAD OF OTHERS.
- * STUDIES BEFORE ALL ELSE.
- * EXAMINATIONS.
- * CONFORMITY TO THE NORMS SET
FOR THOSE WHO WISH TO GET
AHEAD.
- * INTELLIGENCE, APPEARANCE,
SOCIAL BACKGROUND.

IF YOU PLAN EDUCATION FOR COMMUNITY
YOUR EMPHASIS IS ON



- * DOING THE BEST YOU CAN WITH THE GIFTS YOU HAVE.
- * HELPING OTHERS SO THAT ALL ENJOY LIFE AND KNOW HOW TO LIVE.
- * AHEAD TOGETHER SELF ASSESSMENT AND SELF EVALUATION.
- * FREEDOM TO BE CREATIVE AND TO INITIATE. TO WORK WITH OTHER'S CHARACTER.

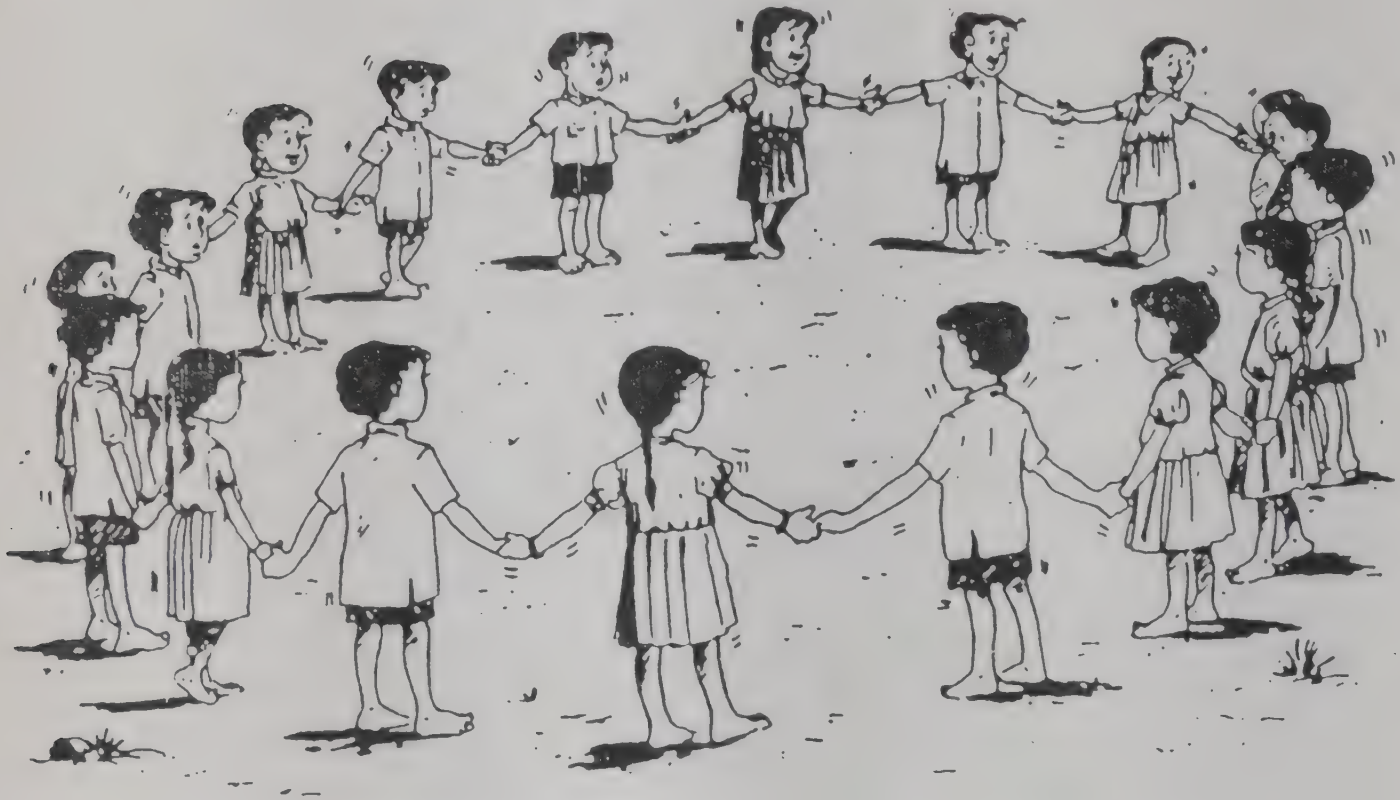
IF YOU PLAN EDUCATION FOR COMPETITION
THE RESULTS ARE



- * PARENTAL & SOCIAL PRESSURES LEADING TO TENSION, COMPETITIVENESS.
- * CHEATING AND LYING.
- * SELFISHNESS TO GET AHEAD.
- * MATERIALISTIC VALUE OF JUDGEMENT.
- * CHILD'S STANDING DEPENDING ON HIS ACADEMIC ACHIEVEMENTS OR ON WHAT HE IS.

Fig.-27

IF YOU PLAN EDUCATION FOR COMMUNITY
THE RESULTS ARE



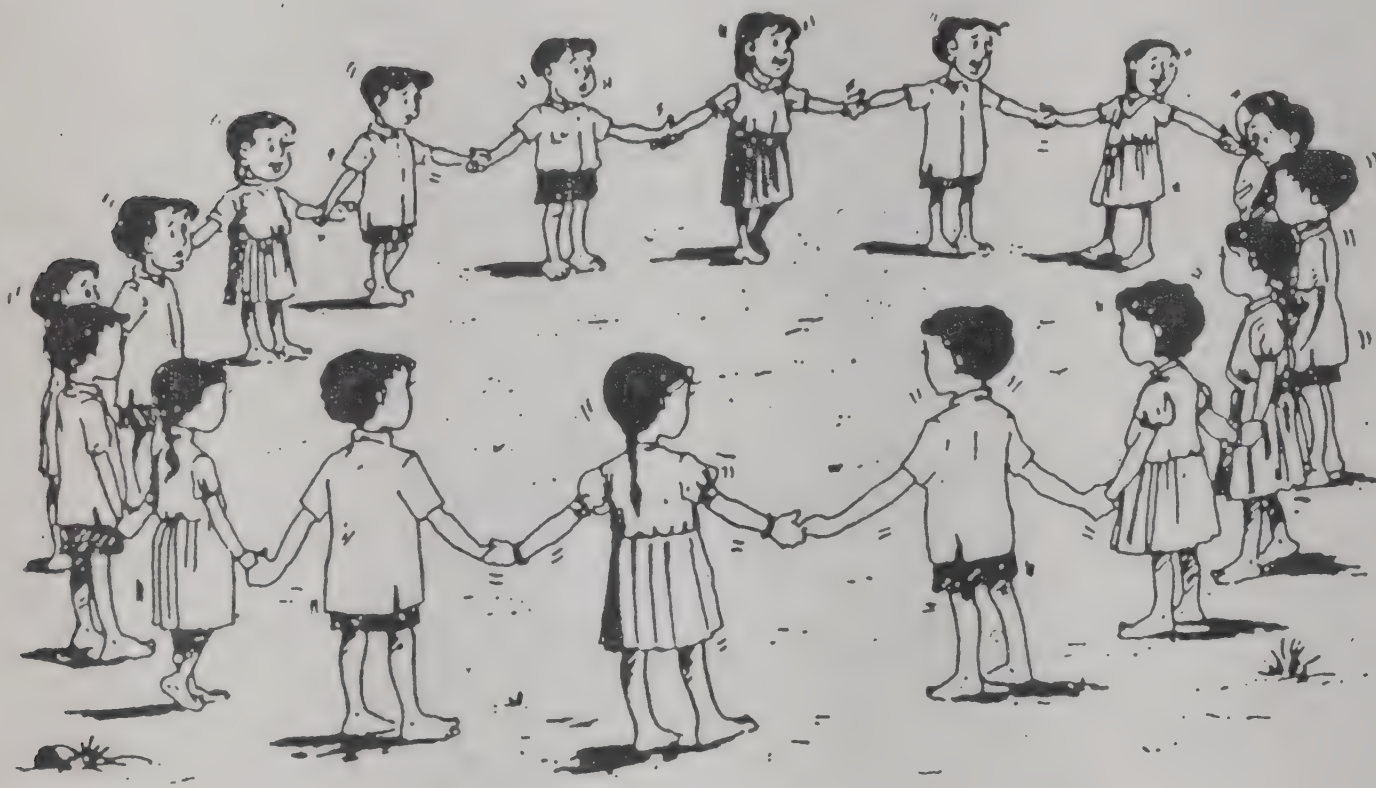
- * RELAXED ATMOSPHERE, IN WHICH REALLY CREATIVE WORK CAN BE DONE.
- * COMMUNITY AND GROUP CONSCIOUSNESS TO WORK TOGETHER FOR A COMMON GOAL,
- * HUMAN VALUE JUDGEMENTS.
- * CHILD'S STANDING DEPENDS ON HIS PERSONAL VALUE, OR ON WHAT HE IS.

IF YOU PLAN DEUCATION FOR COMMUNITY
THE FINAL PRODUCTS ARE :



- * AN INSECURE PERSON, WHO IS DEPENDENT FOR HIS WORTH ON FACTOR OUTSIDE HIS CONTROL.
- * A PERSON WHO WILL ONLY FUNCTION WHEN HE IS REWARDED.
- * A CONFORMIST SINCE THAT IS THE BEST WAY TO REWARD WITHIN THE SYSTEM.
- * A STEREO TYPE / COMPUTER.
- * A PERSON CONCERNED FOR HIMSELF.

IF YOU PLAN EDUCATION FOR COMPETITION
THE FINAL PRODUCTS ARE



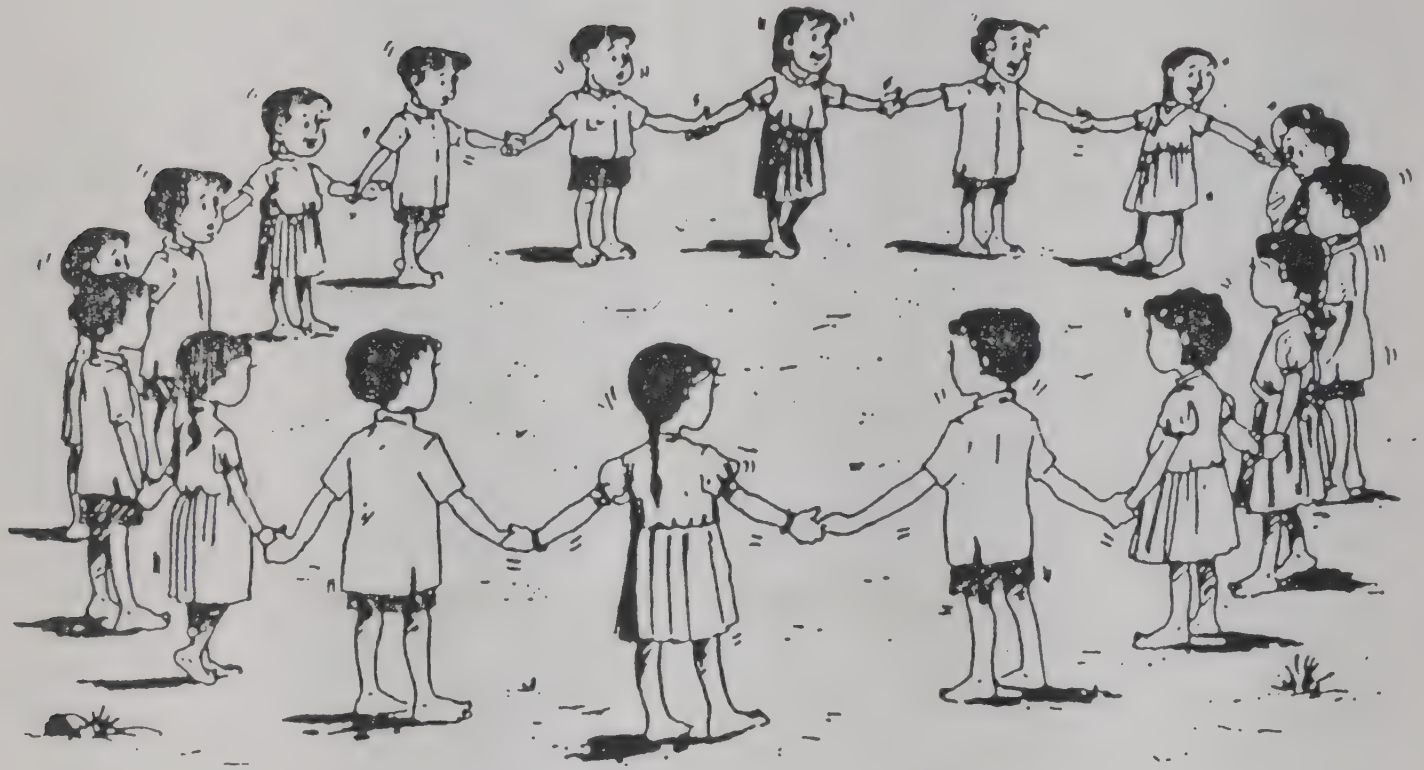
- * A PERSON SECURE IN THE REALISATION OF HIS OWN WORTH-WHOSE VALUE DEPEND ON HIMSELF.
- * A PERSON WHO WORKS FOR THE SATISFACTION OF A JOB WELL DONE.
- * A PERSON WHOSE FIRST LOYALTY - IS TO HIS-OWN VALUES SINCE THE REWARD OF THE SYSTEM- HAS NO MEANING FOR HIM.
- * A HUMAN BEING OF INTEGRITY.
- * A PERSON CONCERNED FOR OTHERS.

IF YOU PLAN EDUCATION FOR COMPETITION
THE RISKS TO BE TAKEN



VERY FEW
AS HERE WE PRODUCE
MACHINES.

IF YOU PLAN EDUCATION FOR COMMUNITY
THE RISKS TO BE TAKEN



MANY
AS HERE WE PRODUCE
FREE HUMANBEINGS.

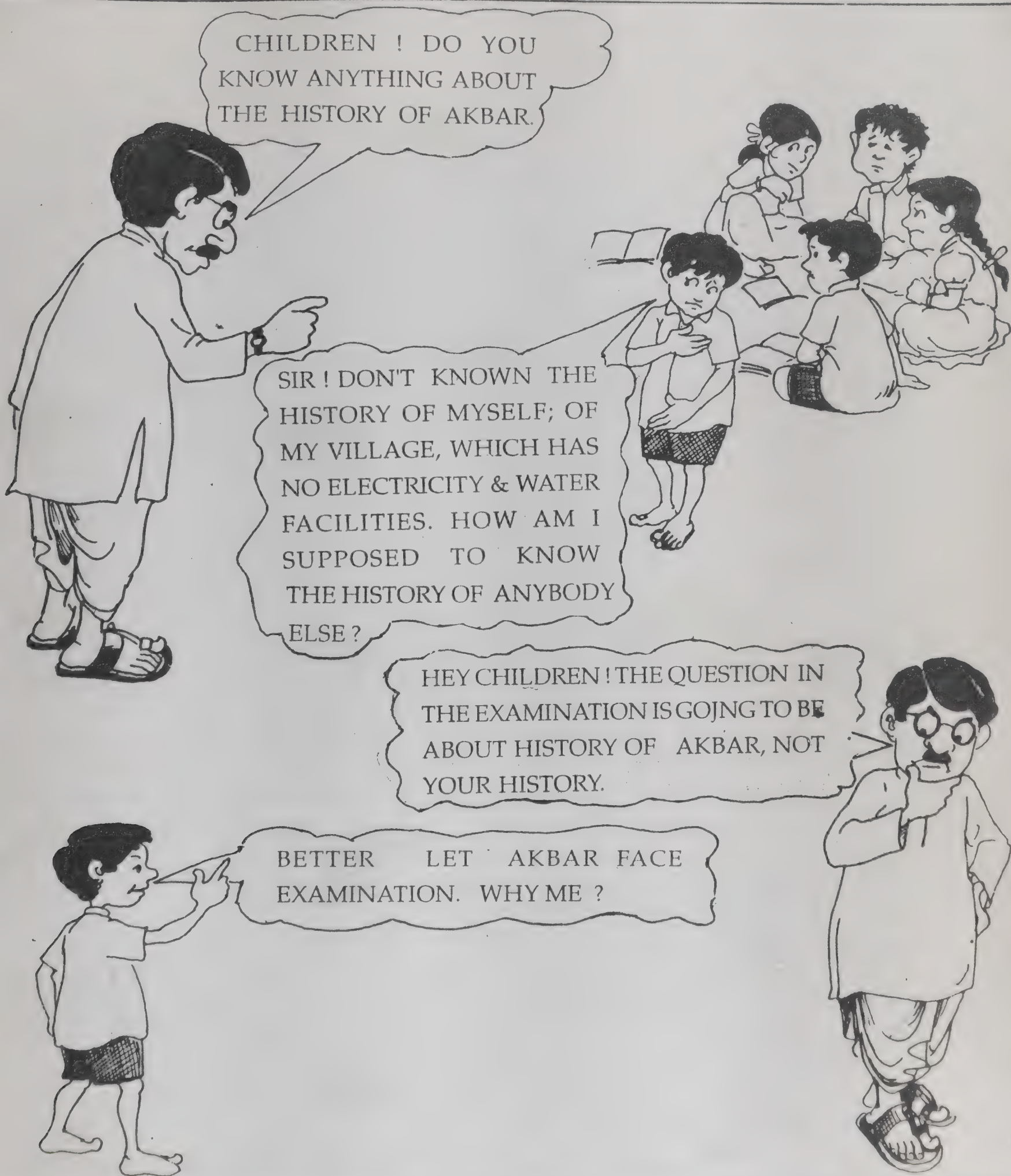


Fig.-33

CHILDREN WE CAN GO AHEAD
ONLY THROUGH SHARING
AMONG OURSELVES.



THEN, DON'T BLAME ME OF
COPYING IF I SHARE IDEAS
FROM MY NEIGHBOUR.



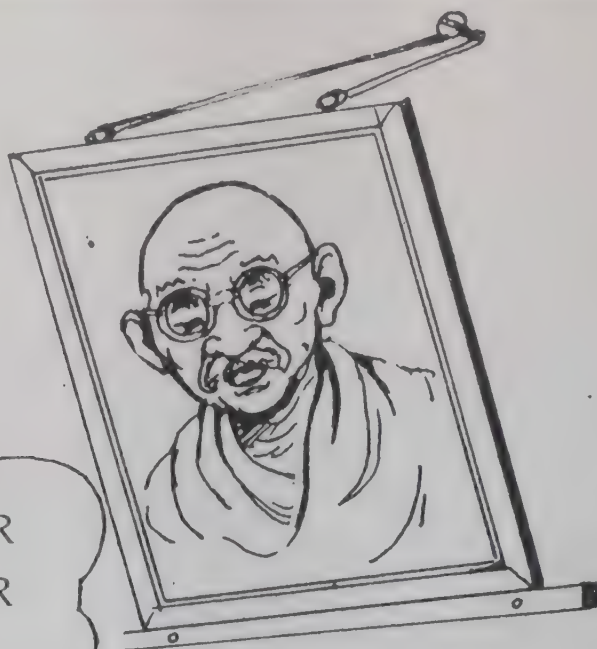
Fig.-34

BEWARE ! ANY MISTAKE IN
SPELLING MEANS SEVERE
PUNISHMENT FOR YOU.



BUT, YOU DON'T GET
PUNISHMENT FOR YOUR
SPELLING MISTAKES!
WHY ONLY ME ?





GANDHIJI FOUGHT FOR OUR
FREEDOM AND FREEDOM IS OUR
BIRTH RIGHT.



WHAT FREEDOM? YOU FORCE ME
TO SIT FOR HOURS; DON'T ALLOW
ME TO TALK WITH MY FRIENDS
IN THIS CALSS. HOW WILL I
KNOW FREEDOM IS MY BIRTH
RIGHT?



Fig.-36

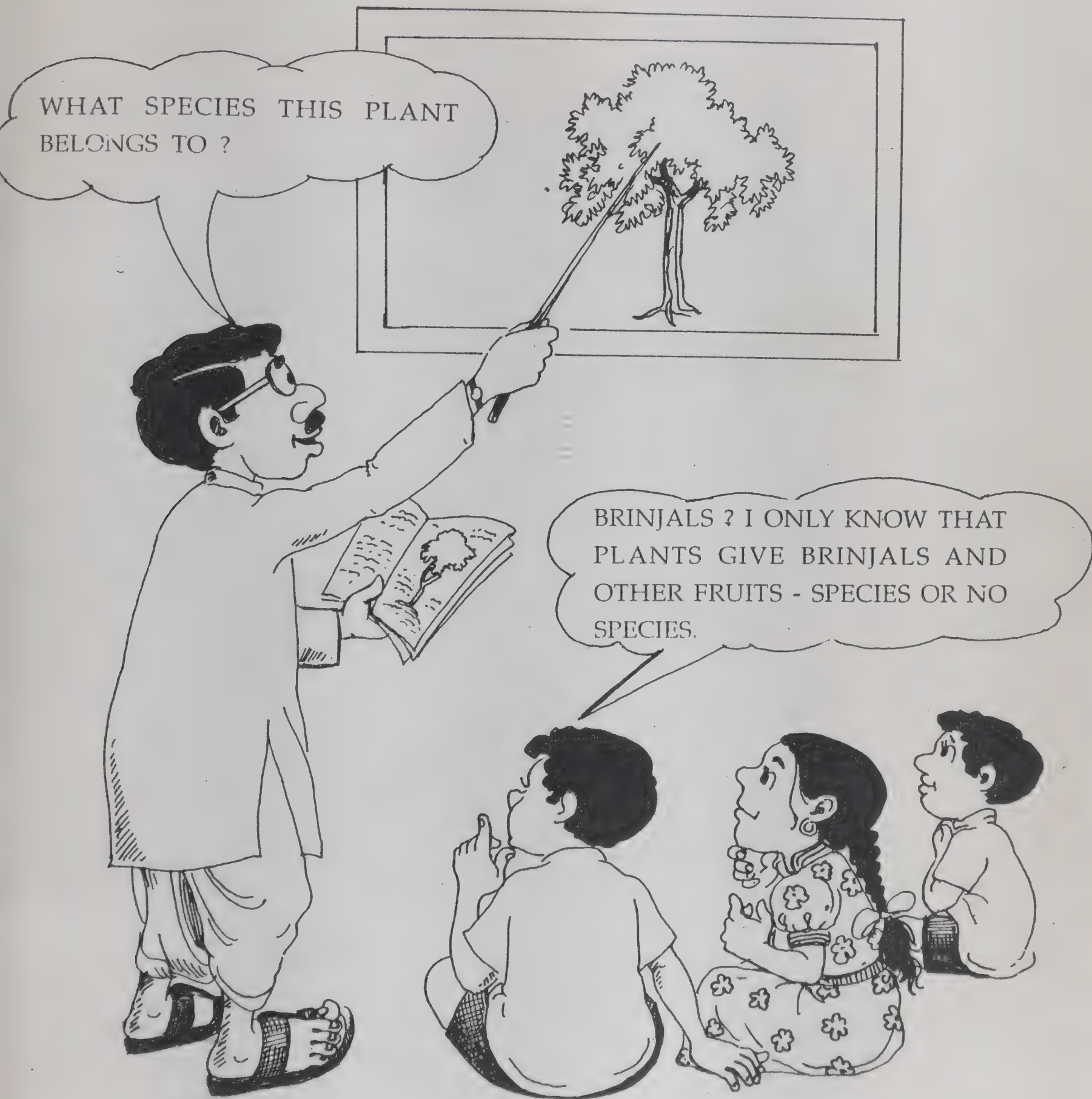


Fig.-37

YOUR EXAMINATION IS
COMPETITIVE TOMORROW. GET
READY AND TRY YOUR BEST.



YOU ASK ME TO COMPETE WHEN
I DON'T HAVE THE FACILITIES
OF STUDYING. IS EDUCATION
FOR COMPETITION OR FOR
COMMUNITY?



HOW MANY RUNS GAVASKAR
HAS TAKEN IN THE LAST
CRICKET MATCH ?

WHY WAS GAVASKAR
RUNNING ? WAS HE BEING
CHASED AWAY FROM THE
FIELD - ? WHY NOT THE
QUESTIONS ARE ON KABADI ?

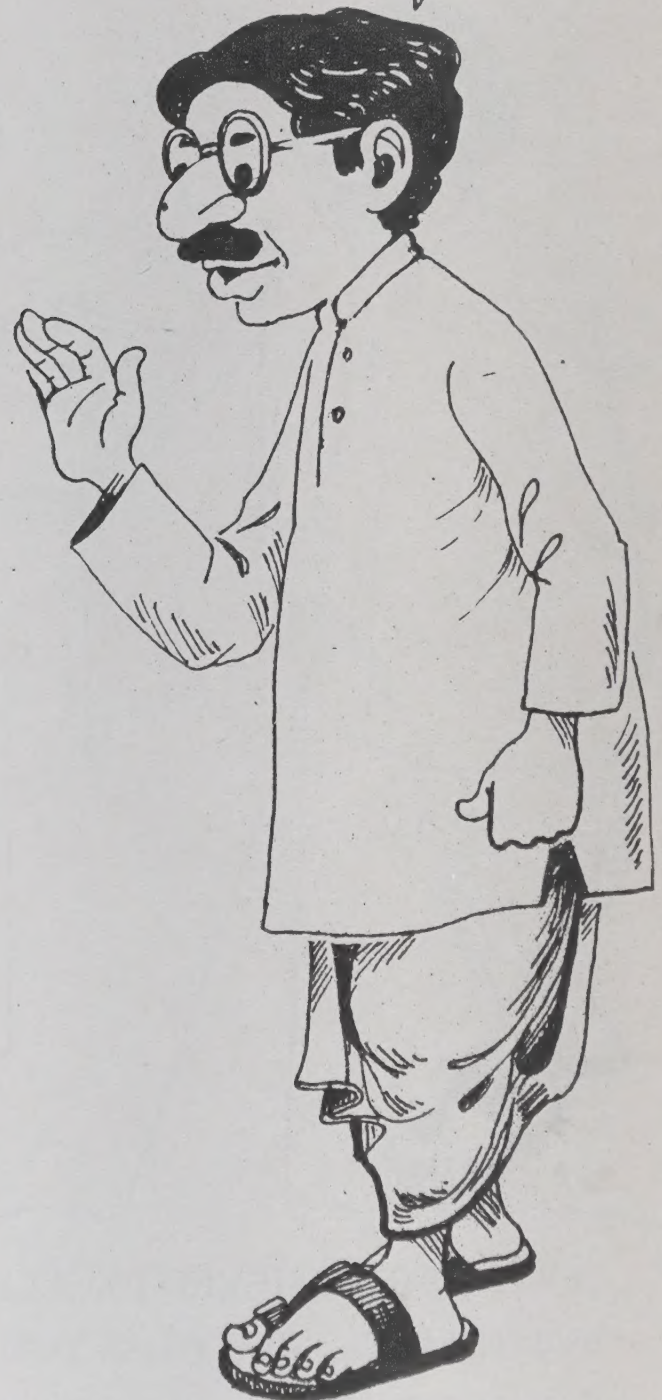
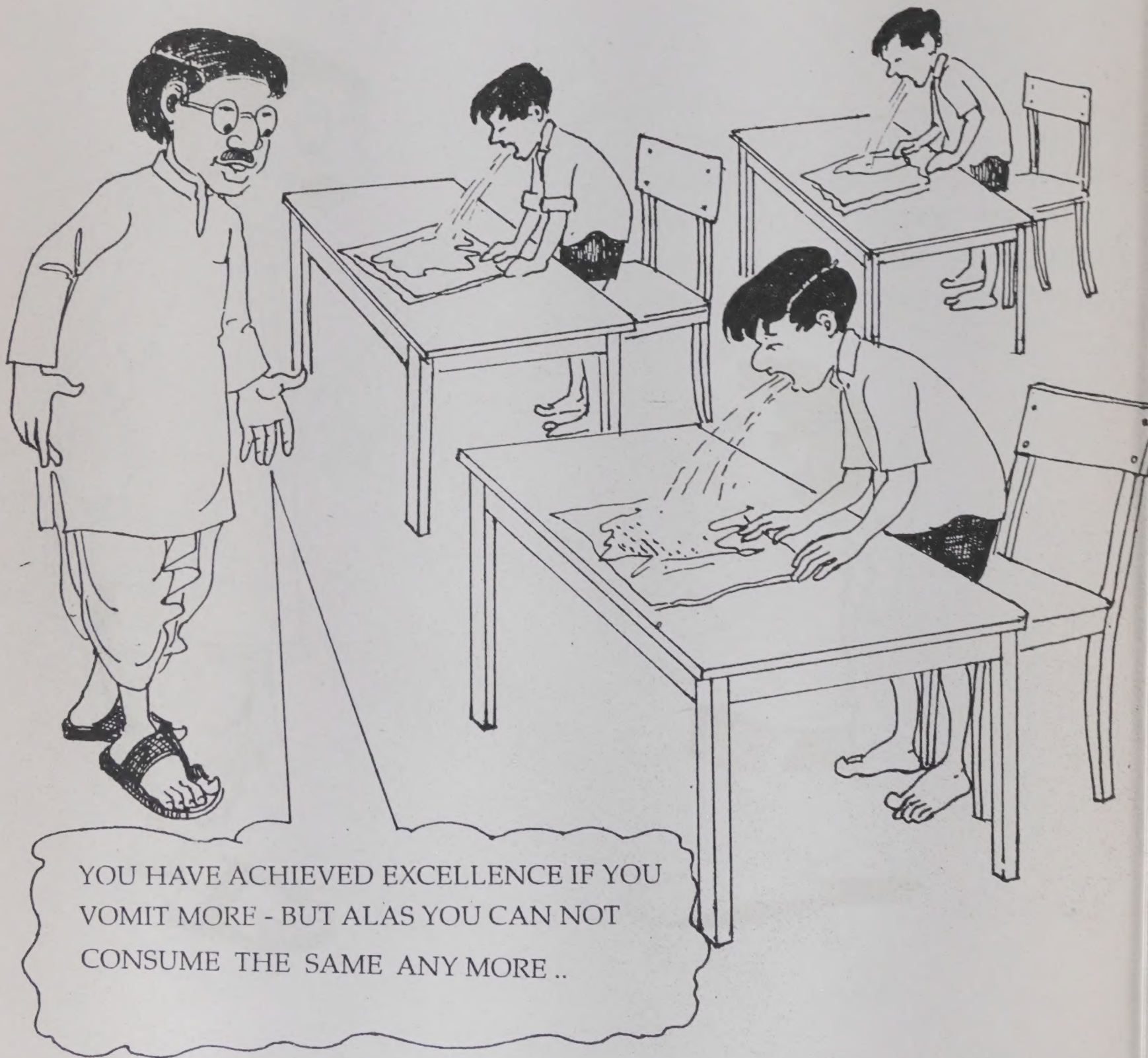


Fig.-39

EDUCATION!
IS IT RELEVANT FOR LIFE ?



About thread

The team in THREAD (Team for Human Resource Education and Action for Development), represents an ideal of a group of like-minded persons, including, of course, trainers committed to the promotion of human resource education and action for development. When it was established, Siddharth Village the campus provided the right setting and inspiration for this ideal. The experience led to the fashioning of modules that emphasize the individual's self-understanding and growth, in the context of and through interaction with the group, all this viewed as a prelude to understand the community, and its development. Instead of conventional lectures, exhortation, or sermonizing, a judicious mix of wide ranging simulation games, structured and unstructured exercise, role play, small group discussion, plunge experience, is employed to realise these complex and difficult objectives. A variety of problems, situations, experiences are 'created' or identified as they occur, and then utilized for analysis and reflection. Care is taken to make sure that they are as close to reality as possible so that the processes, forces, choices of solutions, and complexities observed and analyzed would be similar to those that can be expected in communities where development work is undertaken. The approach adopted by THREAD in this respect is thus unusual and involves "action- reflection" and "experiential learning".